DOCUMENT RESUME

ED 173 183 **SO 011 092**

AUTHOR Banks, Samuel L., Ed.

TITLE K-6 Social Studies Skills for the Human Behavior and Urban Studies Program.

INSTITUTION Baltimore City Public Schools, Md.
PUB DATE [76]
NOTE 286p.
AVAILABLE FROM Baltimore City Public Schools, 3 East 25th Street, Baltimore, Maryland 21213 (No price quoted)

EDRS PRICE MF01/PC12 Plus Postage.
DESCRIPTORS Communication Skills; Consumer Education; Democracy; Democratic Values; Elementary Education; Ethnic Studies; Interpretive Skills; Library Skills; Listening Skills; Map Skills; *Process Education; Racial Discrimination; *Skill Development; *Social Studies; *Urban Studies

ABSTRACT

This guide was developed to aid elementary students deal with life experiences through skill development. Major skills stressed are: locating, organizing, and evaluating information; acquiring information through listening, observing, and reading; communicating orally and in writing; interpreting pictures, charts, graphs, and tables; and working with others. Arranged according to grade level and to a hierarchy of skills, each section lists major and sub-skills to be developed, behavioral goals, and sample activities. Activities at the kindergarten level include naming family members, dramatizing emotions, studying ethnic groups, studying national symbols, and preparing a "family booklet." At grade one, students learn cardinal directions, study maps, service professions, and ethnic groups, and categorize consumers and producers. Grade two emphasizes visits by police and fire officials, team based games, and a study of urban neighborhoods. Grade three students use library references, take walking tours through new developments and blighted areas, and research the names of city leaders. At grade level four, students study West Africa, the lives of the Cherokee and Choctaw Indians, world food production, assembly line production, and credit buying. Grade five activities focus on a study of racial prejudice. Students analyze television programs and study the state and national constitutions. Grade six examines discrimination, drug abuse, crime, citizen participation in government, and the democratic process. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED173183

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Samuel L. Banks
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

K-6
SOCIAL STUDIES SKILLS
FOR THE

HUMAN BEHAVIOR
AND
URBAN STUDIES PROGRAM

SO 011 092

BALTIMORE CITY PUBLIC SCHOOLS

BOARD OF SCHOOL COMMISSIONERS

Mark K. Joseph, President
Dr. Beryl W. Williams, Vice-President
Betty Hyatt
Dr. Narindar U. Kelly
Howard E. Marshall
Grover L. McCrea, Jr.
Sheila K. Sachs
Dr. Monroe R. Saunders, Sr.
Dr. W. Eugene Scott

Wanda Johnson, Student Commissioner
Peri Mello, Student Commissioner

Dr. John L. Crew, Sr., Superintendent of Public Instruction
Dr. John G. Gist, Deputy Superintendent of Public Instruction
Dr. Rebecca E. Carroll, Deputy Superintendent, Bureau of Education
Dr. Thomas R. Foster, Assistant Superintendent, Division of Instruction and Curriculum Management
Dr. Samuel L. Banks, Coordinator of Social Studies

BALTIMORE CITY PUBLIC SCHOOLS, AN EQUAL OPPORTUNITY EMPLOYER
OFFERS EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITIES UNDER
TITLE IX.

Contents

Message from the Superintendent

Message from Dr. Carroll

Message from Dr. Foster

Foreword - Dr. Banks

Production Committee

Introduction

Guide Format

Taxomony of Objectives

The Human Behavior - Urban Studies Program

- Level - Kindergarten
- Level - First
- Level - Second
- Level - Third
- Level - Fourth
- Level - Fifth
- Level - Sixth

A Sample Skills Hierarchy

Annotated Bibliography

Production Committee

Barbara Jene Douglas - Senior Teacher - Region II
Harford Heights Elementary School

Paul MacArthur Llufrio - Instructor, Social Studies - Region VIII
Rock Glen Junior High School

Office of Social Studies

Samuel L. Banks
Coordinator of Social Studies

Malcolm W. Johnson, Jr.
Educational Specialist

FOREWORD

The materials contained in the Social Studies Skills Guide represent a timely, pertinent, and valuable compilation of pivotal Social Studies Skills for Grades Kindergarten through six. The skills identified for each grade level will provide precise, specific, and lucid guidance for teachers.

Teachers will be able to develop an hierarchial framework, for each grade level, within the classroom setting. However, more importantly, a consistent and logical instructional basis is provided for achieving excellence in Social Studies instruction.

Skills that are essential for students to identify and understand the critical socio-economic issues are provided in this Social Studies Skills. Teachers are urged to emphasize the skills and understandings as contained in this Guide.

Special Thanks are extended to Mrs. Barbara Jene Douglas, Senior Teacher, Harford Heights Elementary School, and Mr. Paul MacArthur Llufrio, Social Studies teacher, Rock Glen Junior High School, who served on the Production Committee. Mr. Malcolm W. Johnson, Jr., Specialist, in the Office of Social Studies, worked in close close cooperation with Mrs. Douglas and Mr. Llufrio. This Guide has been significantly enhanced and strengthened by the cooperative efforts of the Production Committee and the Office of Social Studies

We urge a broad and full utilization of this Guide in all K-6 classes in order to achieve excellence, keen interest, and pertinence in Social Studies instruction.

Samuel L. Banks

Samuel L. Banks
Coordinator of Social Studies

sab

Summer, 1976

SOCIAL STUDIES SKILLS

Foreword

Social Studies Education is a vital and dynamic part of the school curriculum. As a result, students gain an understanding of human roles in the history of the past as well as the improvement of life both in the present and in the future. A changing world, such as ours, is in need of students who can think critically and who have developed skills necessary for efficient study, wholesome group participation, and effective problem solving. Using the many social studies facets, such as history, economics, geography, anthropology, sociology, students should learn the multi-dimensions of social problems. Consistent, carefully planned, enriched instruction, making use of this Guide, is essential.

Rebecca E. Carroll

Rebecca E. Carroll
Deputy Superintendent
Bureau of Education

October 1977

FOREWORD

It is the responsibility of the Division of Instruction and Curriculum Management to develop, implement and, where appropriate, to screen all curriculum materials used in the Baltimore City Public Schools. The materials listed on the following pages are those designated for current use by the schools. Curriculum guides are available through the offices of the appropriate coordinators or through the Office of Publications. A listing will be reprinted each year as new materials are developed and as old ones are deleted.

As you work with these guides in our instructional program, your reactions to their validity and effectiveness are appreciated. Please inform us promptly relative to suggestions for improvement.

J. R. Foster

Thomas R. Foster
Assistant Superintendent
Division of Instruction and Curriculum Management

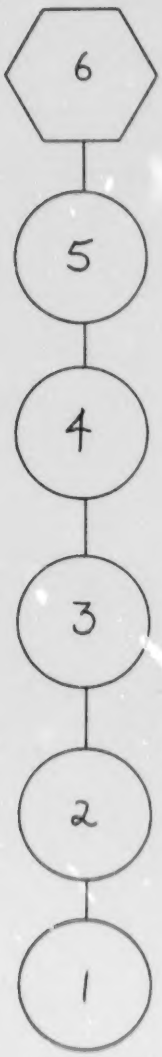
kg

Sample Hierarchies

Social Studies Skills Hierarchy

The structuring of hierarchies emphasizes the outcomes of teaching and facilitates achievement by students. This sample hierarchy will provide a basis for establishing a network of skills from the kindergarten level to the sixth grade. Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex. As the learner progresses through school, skill growth becomes cumulative with each level of instruction building on and reinforcing what has been taught previously. Each teacher should develop his or her own hierarchy of skills depending on the needs of the students. A sample hierarchy for a specific skill has been networked for you.

SKILL: LEARNING HIERARCHY ON LOCATING AND EVALUATING INFORMATION (KINDERGARTEN)



6. Validated information gained.

5. Record, summarize and exchange information gained.

4. After evaluating, planning, execution of field trip or interview.

3. Plar procedures, rules of behavior, questions to be asked, or things to look for.

2. Identification of purpose of field trip or interview.

1. Sources of information (Field trip or interview)

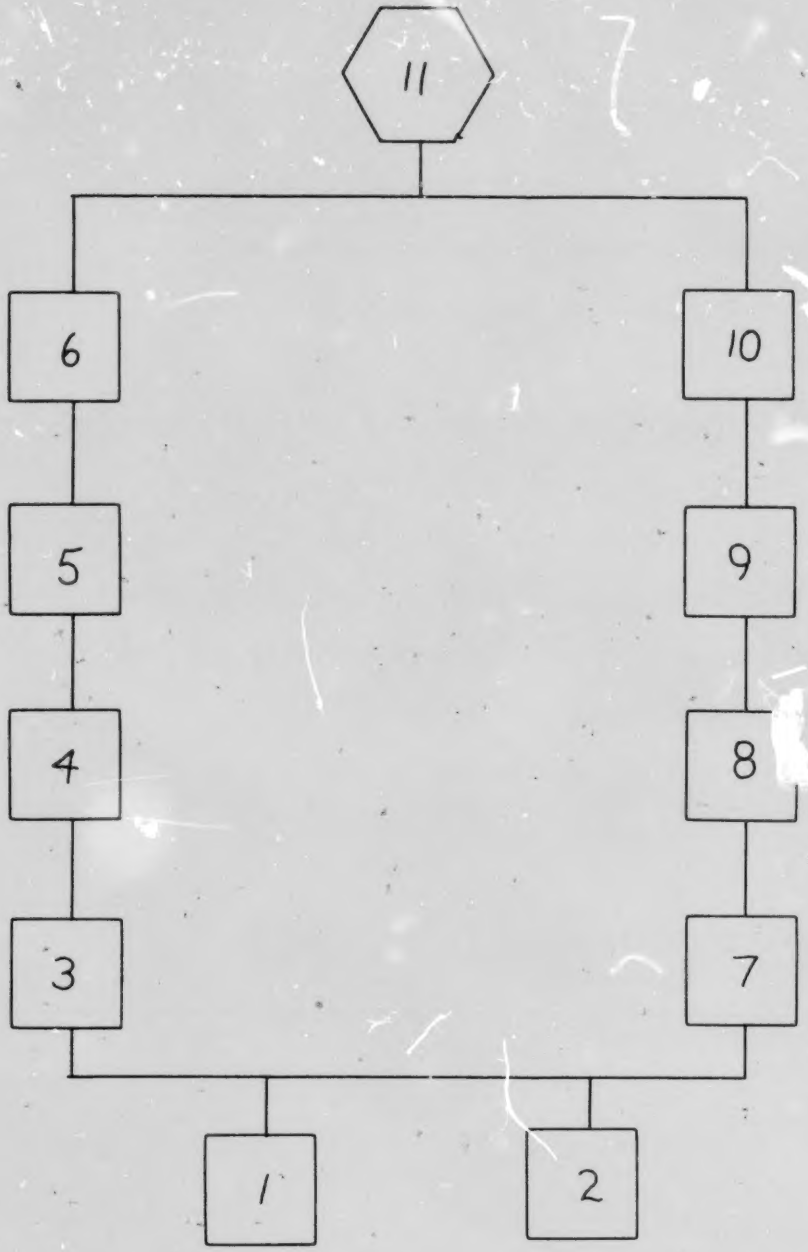
SKILL: LOCATING INFORMATION

LEVEL: EARLY PRIMARY

1. Gather facts from field trip and interviews
2. Interpret pictorial or printed materials
3. Identify purpose of field trip or interview
4. Plan procedures
5. Review the planning and execution of field trip or interview
6. Determine information to be located
7. Use title of book as a guide to context
8. Identify pictorial materials as a source of information
9. Note and describe the content (General and Specific)
10. Interpret by using applied information
11. Presentation of information located

SKILL: LOCATING INFORMATION

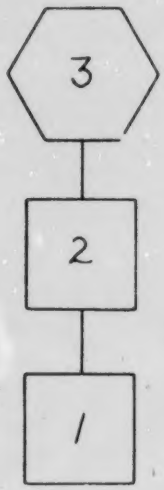
LEVEL: EARLY PRIMARY



13

SKILL: ORGANIZING INFORMATION

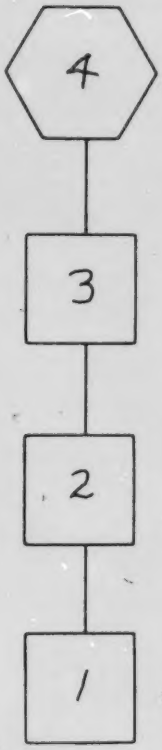
LEVEL: EARLY PRIMARY



1. Compose title for a story, picture graph, map or chart.
2. Select answers to questions from material heard, read or viewed.
3. Arrange events, facts, and ideas in sequence.

SKILL: EVALUATING INFORMATION

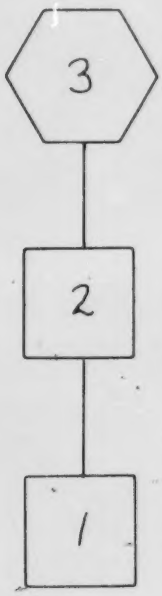
LEVEL: EARLY PRIMARY



1. Exposure to information and evidence.
2. Distinguish between fact and fiction.
3. Draw inferences and make generalizations from information or evidence.
4. Reach tentative conclusions.

SKILL: INTERPRETING PICTURES

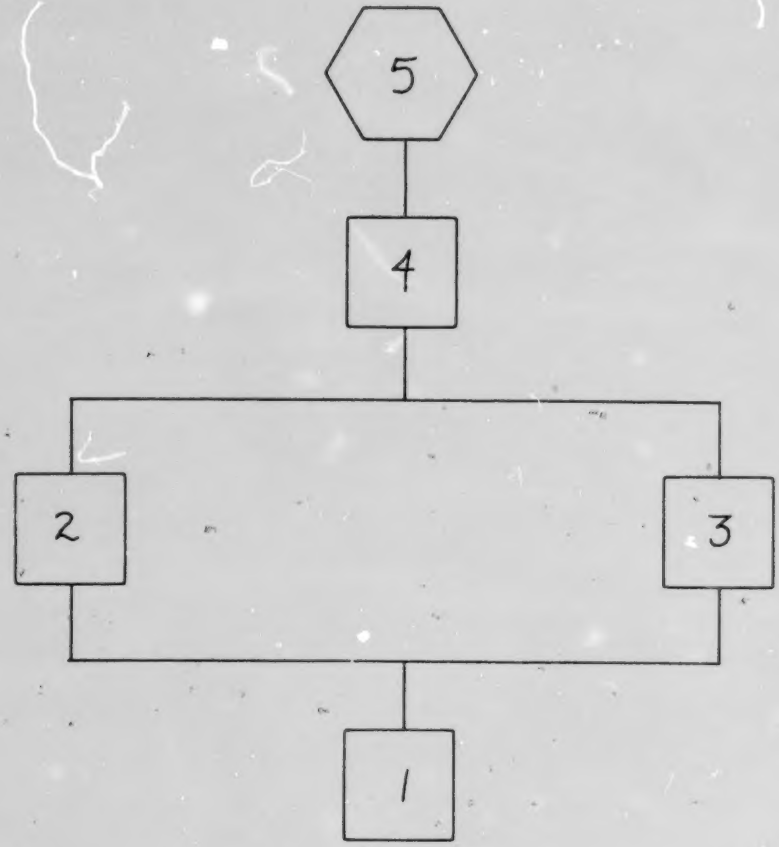
LEVEL: EARLY PRIMARY



1. Recognize pictures as sources of information.
2. Note and describe the content of materials (General and Specific).
3. Interpret by applying related information, and use the materials as one basis for drawing conclusions.

SKILL: UNDERSTANDING TIME AND CHRONOLOGY

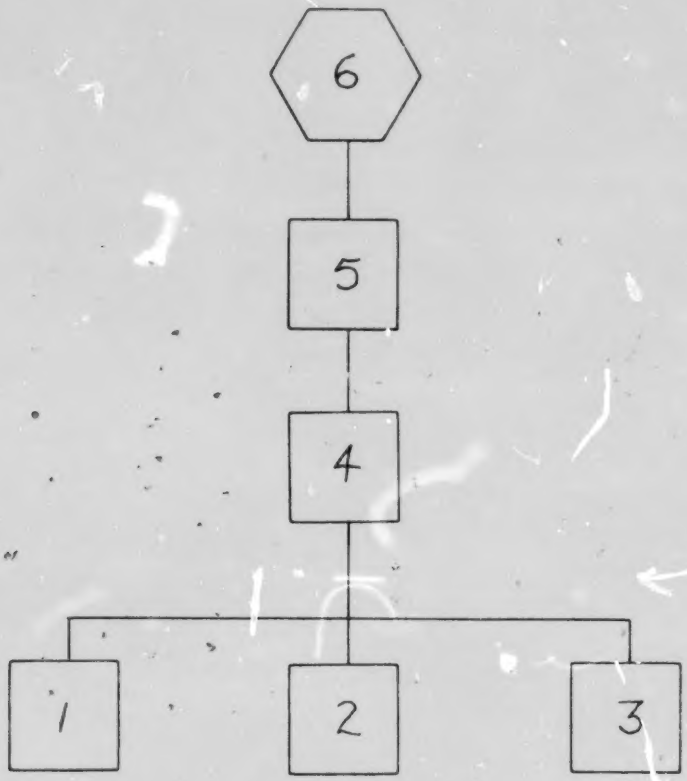
LEVEL: EARLY PRIMARY



1. Learn to indicate time by the clock differentiating between A.M. and P.M.
2. Use the names of the days of the week in order.
3. Use of the names of months in sequence.
4. Indicate dates of special events on the calendar determining the length of time between each event.
5. Use of indefinite time concepts such as past, future, long ago and before.
6. Discuss a personal experience using time and dates of occurrence.

SKILL: INTERPRETATION OF MAPS AND GLOBES

LEVEL: EARLY PRIMARY



1. Use of relative terms of location and direction such as near, far, above, below, up, down, left, right, front, and rear.

2. Use of symbols and objects representing places and things such as a photograph compared with the actual size of the object.

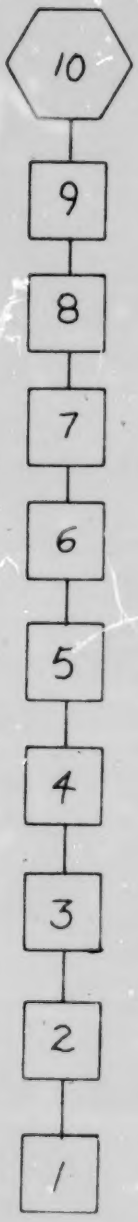
3. To understand that real objects can be represented by pictures or symbols on a map.

4. Construct a large scale maps of a familiar area such as the classroom or the neighborhood that surrounds the school.

5. Interpretation of a map of a given area.

SKILL: Inquiry: Applying Problem Solving Techniques and Critical Thinking Skills to Social Issues

LEVEL: Early Primary



1. Recognize that a problem exists.
2. Define the problem for study.
3. Review known information about the problem.
4. Plan how to study the problem.
5. Locate and organize information (See first and second Hierarchies)
6. Evaluate information (See third Hierarchy)
7. Summarize and draw tentative conclusions.
8. Recognize the influence of new information in arriving at conclusions.
9. Recognize areas for further study.
10. Use problem-solving techniques in meeting personal and societal problems.

Introduction

In this era of accountability, educators are cognizant of the necessity for the social studies discipline to develop skills that can be clearly measured by teachers and demonstrated by students. Today, students, parents, communities legislators and educators are questioning the school system. Each of the aforementioned groups has realized that some ingredient is missing in our schools. We feel that this guide which emphasizes and utilizes a skills approach in teaching social studies, will be a significant step in the direction of adding validity and pertinence to the social studies.

Rapid social and technological changes have caused much that has been taught to become obsolete within a few years. In addition, many of our students may fail to recall seventy to seventy-five percent of the facts learned in a content based social studies program within a few months after the completion of such instruction. We hope that teachers will develop skills in their social studies classrooms that will enable our students to deal with real life experiences. This skills approach in teaching will assist the teacher in clearly evaluating the students' progress; aid in determining the ability level of the students, and help prepare the student for instruction at the next level.

Skills involve an intellectual process to promote learning; they also involve the ability to use one's knowledge effectively. In this guide all of the skills could not possibly be listed; space, time, money and further research were obstacles. However, an honest attempt was made to cover as many skills as possible for each grade level. The major skills in this set are:

A. Locating, Organizing and Evaluating Information
B. Acquiring Information Through Listening, Observing and Reading
C. Communicating Orally and in Writing
D. Interpreting Pictures, Charts, Graphs, and Tables
E. Working with others.

The skills which are a major responsibility of the social studies include:

A. Reading Social Studies Materials
B. Applying Problem Solving and Critical Thinking Skills to Social Studies (Inquiry)
C. Interpreting Maps and Globes
D. Utilizing Time and Chronology.

The major skills and appropriate sub-skills are listed in this guide at their appropriate grade level. The sample activities are listed sequentially in order that they lead to a step by step development of concepts and skills. All teachers from kindergarten through grade six are expected to review and utilize the activities and skills at each grade level. For example, a teacher may find that a fourth grader's map skills are deficient; in this instance it may be necessary to reteach the skills the child has missed from perhaps the kindergarten level. The activities are so stated that this child's tasks could be individualized as the other groups move on at their appropriate level. Thus teachers can clearly identify the level at which each student functions and use the appropriate activities to improve the skill level for each student.

Finally, this guide is to be utilized as a supplement to the Human Behavior and Urban Studies Program Guides for grades K-6. This is not intended to replace those invaluable Guides. They include a wealth of activities and information that would not possibly be included in this project.

Guide Format

At each grade level a common format has been utilized. First, the program (Human Behavior or Urban Studies) is listed along with the focus, instructional level and rationale for each grade level. Next, there is a list of skills for instruction at each grade level. The major emphasis of this guide is the listing of skills and sample activities to aid the teacher in identifying the appropriate learning activities that are necessary to accomplish each behavioral goal from the Human Behavior and Urban Studies Curriculum Guides. These are listed on a goal by goal basis as such:

Goal

List of Skills

Sample Activities

This format repeats itself for each goal. A hierarchy of skills is listed to help the teachers identify the progression of skills from the simple to the complex at the end of each instructional level.

TAXONOMY OF OBJECTIVES

LEVEL

K	Some recall
ONE	Knowledge largely recall
TWO	Comprehension use material (lowest level of understanding)
THREE	Apply information and ideas to particular situation
FOUR	Analysis —find the components and organizing principles
FIVE	Synthesis —assemble what is learned into a new and coherent whole
SIX	Evaluation —criteria based decisions

Kindergarten

The Human Behavior Studies Program

Level: Kindergarten

Focus: Who Am I? As I Think I Am, As Others See Me

Rationale

Utilizing the multiethnic approach, the student at the kindergarten level will engage in meaningful learning experiences that will systematically develop various social concepts and skills necessary for a young child to survive in the urban world. The basic skills will include the following:

- Locating, organizing, and evaluating information
- Acquiring information through listening and observing.
- Interpreting pictures, maps and charts.
- Communicating orally
- Working with others.

As the child advances to the primary level he or she is better aware of his identity and able to discern between needs and wants.

Part One

Skills: Shared Responsibility of Social Studies

I. Locating information

A. Use books

1. Use title of book as guide to contents

B. Gather facts from field trips and interviews

1. Identify the purpose of the field trip or interview.
2. Plan procedures, rules of behavior, questions to be asked, things to look for.

3. Take increasingly greater initiative in the actual conduct of the field trip or interview.
4. Evaluate the Planning and execution of the field trip or interview.
5. Express appreciation for courtesies extended during the field trip or interview.
6. Record (using tape recorder) summarize and evaluate information gained.

II. Organizing information

A. Compose a title for a story, picture, graph, map or chart.

B. Select answers to questions from materials heard, viewed or read.

C. Arrange events, facts, ideas in sequence.

III. Evaluating information

A. Distinguish between fact and fiction.

B. Draw inferences and make generalizations from the evidence.

C. Reach tentative conclusions.

IV. Acquiring information through listening and observing

A. Listen and observe with a purpose.

B. Listen attentively when others are speaking.

V. Communicating orally

- Speak with accuracy and poise.

1. Demonstrate an adequate vocabulary.
2. Choose the appropriate word.
3. Pronounce words correctly and enunciate clearly.

4. Talk in sentences.

5. Keep to the point in all situations involving oral expressions.

6. Exhibit self confidence.

7. Exchange ideas through discussion either as a leader or participant.

8. Respect limitations of time and the right of others to be heard.

VI. Interpreting pictorial material

A. Recognizes these materials as a source of information.

B. Note and describe the content of the material, both general and specific.

C. Interpret by applying related information, and use the material as a basis for drawing conclusions.

VII. Working with others

A. Respect the rights and opinions of others.

B. Explain the need for rules and the necessity for observing them.

C. Take part in making the rules needed by the group.

D. Accept the role of leader or follower, as the situation requires.

E. Profit from criticism and suggestions.

F. Distinguish between work that can be done most efficiently by individuals and that which calls for group effort.

Part Two

Skills: Major Responsibility of Social Studies

I. Reading (someone reads to student) social studies materials.

- Uses an increasing number of social studies terms.

II. Applying problem solving and critical-thinking skills to social issues

A. State that a problem exists.

B. Define the problem for study.

C. Review known information about the problem.

D. Plan how to study the problem.

E. Locate, gather and organize information (For detailed analysis, see Part One, Section III)

F. Interpret and evaluate information (For detailed analysis, see Part One, Section III)

G. Summarize and draw tentative conclusions.

H. Change conclusions when new information warrants.

I. Recognizes areas for further study

J. Use problem-solving techniques in meeting personal and societal problems.

III. Interpreting maps

A. Use relative terms of location and direction, as near, far, above, below, up, down.

B. Use small objects to represent large ones, as a photograph compared to actual size.

C. Make simple-large scale map of a familar area such as classroom, neighborhood.

D. Understand that real objects can be represented by pictures or symbols on a map.

IV. Sequencing - use of time and chronology

A. Tell time by the clock

B. Use names of the days of the week in order.

C. Use names of months in sequence.

D. Use calendar to find dates of special events and to determine length of time between important dates.

E. Associate seasons with particular months in both northern and southern hemispheres.

F. Use definite time concepts as past, future, long ago, before, after, meanwhile.

G. Arrange personal experiences in order.

H. Sequence and order as expressed in first, second, third etc...

Please note that these skills (listed in part one and two) should be introduced through planned readiness experiences.

Focus: Who Am I? As I Think I Am As Others See Me

Behavioral Goal 1

The student will be able to demonstrate self-concept through self-portraits and discussion.

Skills:

1. Help others and act responsibly
2. Acquire information through observations
3. Communicate orally
4. Interpret picture reflected
5. Demonstrate use of simple camera, recorder

Sample Activities:

The teacher will allow student to:

(SKILLS)	(4)	1. View self in mirror.
	(3)	2. Discuss image observed.
	(2, 3, 5)	3. Record description on tape.
	(2, 3, 5)	4. Photograph himself (discuss use of camera).
	(2, 3, 4)	5. Discuss how teacher and peers look.
	(1, 2, 3)	6. State reasons why they want to look a certain way for picture.
	(1, 2, 4)	7. Construct picture of self using (pre-cut) colored shapes of enginex.
	(1, 2, 4)	8. Draw a picture of self.

Behavioral Goal 2

The student will be able to name himself and his immediate family members.

Skills:

1. Interpret pictures
2. Communicate orally
3. Classify family members by role

Sample Activities

The teacher will allow students to:

(SKILLS) (1) 1. Sing name identification song.

(1, 2, 3) 2. Use pictures to recall family members.

(1, 2, 3) 3. Name their family members (share photographs, draw pictures.

(2, 3) 4. Demonstrate through role playing at least two roles that each family member plays.

Behavioral Goal 3

The students will be able to identify their physical characteristics, such as the color of their hair and eyes, number of hands and fingers.

Skills:

1. Acquire information through observation
2. Count and classify characteristics
3. Communicate orally

Sample Activities

The teacher will allow students to:

(SKILLS) (1, 2, 3) 1. Name and count the number of external physical. features e.g., two eyes, two arms etc...

(1, 2, 3) 2. Describe physical features by color, shape and size.

(1, 2, 3) 3. Discuss differences and similarities of various objects e.g., building blocks.

(1, 2, 3) 4. Identify differences and similarities of the physical appearances of various class members. (Student may use drawings or photographs)

(1, 2, 3) 5. State differences and similarities of pictures representative of various racial and ethnic groups.

Behavioral Goal 4

The student will be able to identify facial expressions from a set of pictures that depict anger.

Skills:

1. Interpret pictures
2. Evaluate information
3. Communicate orally

Sample Activities

The teacher will allow the students to:

(SKILLS) (3) 1. Dramatize a situation that expresses a given emotion.

(3) 2. Discuss how they feel when they are angry, happy, sad etc...

(3) 3. State activities that make them feel happy, sad etc...

(1, 2, 3) 4. View filmstrip, ethnic-racial children at work or play, and discuss how all children are similar.

Behavioral Goal 5

The student will be able to give pertinent information about themselves.

e.g., name, address, telephone, age, school, grade, teacher.

Skills:

1. Acquire information through listening and observing
2. Recall known facts
3. Communicate orally
4. Draw conclusion
5. Inquiry (see part one of skills list)

Sample Activities

- The teacher will use picture or sketch of a lost child in the park as a conflict situation.
- The teacher will allow the students to:

(SKILLS)	(1, 2, 3, 4, 5)	1. Solve problem stated in the conflict.
	(1, 2, 3, 5)	2. Discuss important reasons for needing pertinent data.
	(1, 2, 3)	3. Dramatize a situation where this data would be needed.

- The teacher will prepare language master cards that contain each child's pertinent data and use symbols on cards that will assist students in identifying their data cards.
- The teacher will provide time for the students to use language master in order to help students review and recall their pertinent data.

Behavioral Goal 6

The students will be able to identify their favorite things. e.g., game, toy, color, story etc...

Skills:

1. Acquire information through listening and observing
2. Evaluate information
3. Communicate orally
4. Working with others

Sample Activities

- The teacher will introduce favorite things of children from other cultures (Use actual objects or have students view television program 'The Big Blue Marble)
- The teacher will allow the students to:

(SKILLS) (1, 2, 3) 1. Talk about what they like and tell why.

(1, 2, 3, 4) 2. Bring in and share favorite things.

Behavioral Goal 7

The student will be able to relate one thing he likes to do best.

Skills:

1. Communicate orally
2. Classify activities
3. Acquire information through listening and observing
4. Interpret pictures
5. Evaluate information

Sample Activities

- The teacher will use cartoon characters from comics, newspapers (illustrations should depict examples of preferences) to motivate students to discuss things they like to do.
- The teacher will record items in order that students would be able to compare list later.
- The teacher will allow pupils to:

(SKILLS) (1, 2, 3) 1. Identify and describe their favorite things they like to do.

(1, 2, 3, 4, 5) 2. Draw picture, role play, pantomine their favorite thing (activity).

(1, 2, 3, 4, 5) 3. Interview and invite guests who will share and discuss their favorite activity e.g., Older brother and his motorcycle.

(1, 2, 3, 4, 5) 4. Compare and contrast preferences of the pupils of different racial and ethnic groups.

(1, 2, 3, 5) 5. Dictate an experience story about their favorite activity.

Behavioral Goal 8

The student will be able to demonstrate his knowledge of solving problems by role playing examples of situations.

Skills:

1. Identify the problem
2. Gather and organize data
3. Interpret and evaluate data

4. Formulate solutions

5. Evaluate solutions

(For specific skill development using the inquiry approach see part one of skills for the kindergarten level

Sample Activities

- The teacher will present conflict situation to pupils. (See pages 9-12 in the Urban Studies Porgram Guide for sample)
- The teacher will allow pupils to:

(SKILLS) (1, 2, 3, 4, 5) 1. Role play conflict situations involving students from another neighborhood, ethnic or racial group, foreign country, older brothers or sisters etc...

(1, 2, 3, 4, 5) 2. Record results and compare various solutions.

Behavioral Goal 9

The student will be able to indicate on a large, simple map the neighborhood in which he lives.

Skills:

1. Orient map - note cardinal directions
2. Acquire information through listening and observing
3. Locate information
4. Organize information
5. Interpret map

Sample Activities

- The teacher will introduce the concept of cardinal directions utilizing the sum.

(1, 2, 3, 4, 5) 5. Draw a large floor map of the neighborhood. Using symbols, place items noted on field trip in their correct locations.

(1, 2, 3, 4, 5) 6. Construct a model of the neighborhood using toy houses etc...

(1, 2, 3, 4, 5) 7. Indicate the route taken to and from school, using prepared outlined map of the neighborhood. (Also indicate the house they live in.)

Behavioral Goal 10 and 11

The student will be able to identify his race and one other racial group.

Skills

1. Acquire information through listening and observing
2. Interpret pictures
3. Working together
4. Oral communication
5. Organize information

Sample Activities

- The teacher will collect a set of pictures that are indicative of various racial groups.
- The teacher will allow the students to:

(SKILLS) (1, 2, 3, 4) 1. Discuss the pictures given.

(1, 2, 3, 4, 5) 2. Select the pictures that represent the group to which they belong.

(1, 2, 3, 4) 3. Identify the major characteristics of each racial group.

(1) 4. Name each racial group.

(1, 2, 3, 4, 5) 5. Compare and contrast similarities and differences for each racial group.

(1, 4) 6. Invite members of community of different racial backgrounds to share experiences through story telling.

Behavioral Goal 12

The student will be able to locate on a simple map his country.

Skills

1. Acquire information through listening and observing
2. Locate information
3. Organize information
4. Note cardinal directions
5. Orient maps
6. Interpret maps, symbols, and pictures
7. Oral communication

Sample Activities

- The teacher will use slides, post cards, pictures from newspapers or other available resources to introduce the concept of how many neighborhoods form a city.
- The teacher will use pictures to illustrate other cities around us.
  e.g., Annapolis - government center
  Columbia - a planned city
  Ocean City - a resort city

- The teacher will allow the students to:

(SKILLS)	(1, 6, 7)	1. Discuss how symbols are used to represent our city - (Use pictures or actual symbols e.g., Orioles, Colts, Fort McHenry, The Constellation etc...
	(1, 6, 7)	2. Interpret pictures of other cities around us such as Annapolis, Ocean City etc...
	(1, 6, 7)	3. Show filmstrips - films of other cities and discuss how many cities and other areas make-up a state.
	(1, 6, 7)	4. Discuss how symbols such as Chesapeake Bay, Rock Fish, Crab, Oriole etc... represent our state.
	(1, 6)	5. Show slides of other states such as Pennsylvania, Virginia, Delaware etc...
	(1, 3, 6, 7)	6. Collect pictures of other states for a display and view filmstrips that provide an overview of the 50 (fifty) states.
	(1, 3, 6, 7)	7. Discuss how symbols represent the United States using pictures of Bald Eagle, Statue of Liberty, White House etc...
	(1, 2, 3, 4, 5, 6, 7)	8. Use world map to show location of the United States. (The teacher will show the students.) (Also city, state)

Behavioral Goals 13, 14 and 15

The students will be able to:

- Associate artifacts, post cards, wearing apparel, etc... with at least two different countries
- Name one of the following (holiday, food, game) that originated in another country.
- Sing a song or poem that originated in another country.

Skills

1. Communicate orally
2. Acquire information through listening and observing
3. Interpret artifacts, foods, etc...
4. Compare and Contrast
5. Work with others
6. Plan cooperatively

Sample Activities - "An International Festival"

The teacher will be able to:

(SKILLS) (1, 2, 3) 1. Use items from another country (items may be borrowed from the Instructional Materials Center - Oliver and Eden Streets) to prepare a display and allow students to discuss similarities and differences of items that are representative of our country.

(1, 2, 3, 4) 2. Use slides from at least five different countries to guide pupils in identifying a country they would like to visit.

(1, 2, 3, 4)	3. Invite members from Exchange Teachers Program to prepare a presentation for students. Presentation can include artifacts, wearing apparel, pictures, samples of food etc...
(1, 2, 5, 6)	4. Prepare students to ask good questions and review listening and speaking skills.
(1, 2, 5)	5. Use the assistance of the media technologist (librarian) and music teacher to teach the students an easy song and/or poem that originated in another country.
(1, 2, 5, 6)	6. Discuss and plan with pupils and parents an "International Festival".
(1, 2, 5)	7. Canvas parents and community for resources from other countries.
(1, 2, 3, 4, 5, 6)	8. Use parent liason workers to gather data, speaker and foods from ethnic areas such as Little Italy, Fells Point, Indian Center, etc.
(1, 2, 3, 4, 5, 6)	9. Organize displays. (Be certain to use maps that show where places are in relation to where Baltimore is located.

The Urban Studies Program

Level: Kindergarten

Focus: Families and The City - Needs and Wants

Skills: See specific skills listed in part one and part two of the kindergarten level in the Human Behavior Studies Program.

Behavioral Goal 1

The students will be able to identify members of his conjugal, extended or communal family.

Skills:

1. Work with others
2. Communicate orally
3. Organize information
4. Locate information
5. Interpret pictures
6. Respond courteously
7. Plan cooperatively

Sample Activities

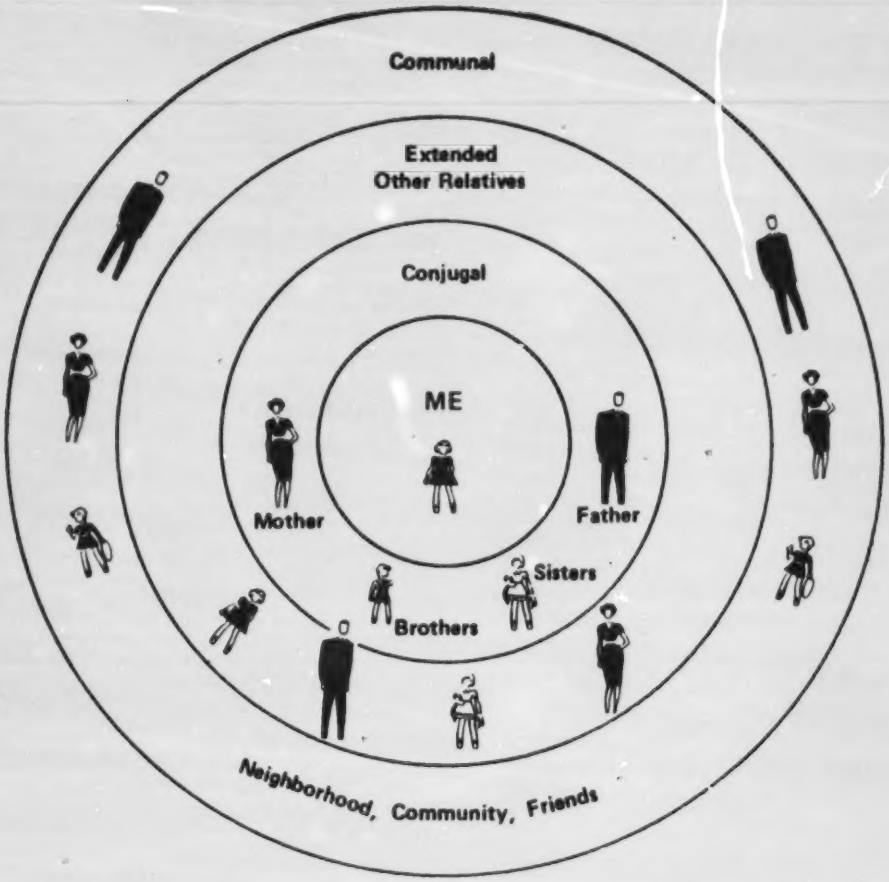
The teacher will be able to:

- Prepare a display of farm animals, people, toys, books, etc... (Materials may be borrowed from Instructional Materials Center)

(SKILLS) (1, 2, 3, 6) 1. Have pupils classify groups - select headings

(2, 3, 5, 6) 2. Show filmstrip - "Schools Families and Neighborhoods" Have pupils identify members of a family.

(2, 3, 4, 5, 6)	3. Have pupils bring in photographs of their family and identify each family member.
(2, 3, 5, 6)	4. Show pictures or slides of families engaging various activities related to family living. Have pupils compare these activities to their families' activities.
(3,7)	5. Have students begin preparation of their "Family Booklet" by drawing pictures of their families.
(2, 3)	6. Allow students to dictate experience stories about family life.
(2, 3, 5)	7. Use your own slides and pictures of relatives to develop the concept of relatives.
(2, 3)	8. Have students identify by name some of their relatives.
(2, 3, 5)	9. Use flannel board, black board...begin a simple diagram of a conjugal family, extended family and a communal family.


Communal
Extended
Other Relatives
Conjugal
ME
Mother
Father
Sisters
Brothers
Neighborhood, Community, Friends

FAMILY

(3, 5)	10.	Use construction paper, paste, prepared dolls (representative of family members); have pupils cut and paste dolls and place them in their "Family Booklet."
(2, 3, 5, 6)	11.	Have students show and tell their booklets.
(1, 2, 3, 7)	12.	Plan with students preparations for a "Family Day" where members of their families are invited to share cookies and milk with the class.
(2, 3, 5)	13.	Use slides of ethnic groups and or racial family groups. Have students compare and contrast similarities and differences of other family groups. (As a resource use "Families" an album of giant study prints - teacher's guides available at the Social Studies Office at Oliver and Eden Streets)

Behavioral Goal 2

The students will be able to describe at least one way that families change.

Skills:

1. Work with others
2. Communicate orally
3. Acquire information through listening and observing
4. Evaluate information
5. Inquiry skills
6. Make inferences

Sample Activities

The teacher will be able to:

(SKILLS) (2, 3, 4, 5, 6) 1. Use specially prepared conflict situation of a hypothetical family change situation and have pupils dictate solutions. e.g., My bedroom is shared by two brothers and another baby is on the way.

(1, 2, 3, 4) 2. Allow students to use flannel board dolls to discuss reasons a family might change.

(1, 2, 3, 4) 3. Have pupils prepare a puppet show or dramatize a play depicting how families change.

(1, 2, 3, 4) 4. Allow students to dictate experience stories indicative of changes in their families. (Stories may be taped)

Behavioral Goal 3

The students will be able to demonstrate responsibility as a member of any given group by respecting others' rights, strengths and weaknesses.

Skills:

1. Inquiry (skills)
2. Organize information (Select and Classify)
3. Make inferences
4. Evaluate information
5. Utilize varied media
6. Oral communication
7. Acquiring information through listening and observing

8. Orienting maps and noting direction

9. Locating places on maps

Sample Activities

The teacher will be able to:

(SKILLS) (1, 3, 6, 7) 1. Use conflict situation (sample given on pages 9-12 in the Urban Studies Curriculum Guide) that will allow students to discuss reasons for respecting others rights.

(2, 4, 6, 7) 2. Discuss and list with students the responsibilities of parents.

(2, 6, 7) 3. Assist students in developing the concept of responsibility.

(2, 6, 7) 4. Have pupils select certain responsibilities they can assume in the classroom. e.g., Passing out materials, Watering plants

(2, 4, 6, 7) 5. Allow students to identify responsibilities they can assume in school. e.g., arriving on time, following the school's rules

(2, 4, 5, 6, 7) 6. Plan with students and parents a short presentation illustrating the responsibilities of students, parents etc...

(2, 5, 6, 7) 7. Have pupils tape record a short story that would give supportive reasons for the responsibilities shown in number six above.

- The teacher will prepare and place name tags representative of cardinal directions in appropriate locations in the classroom.
- The teacher will allow the pupils to:

(SKILLS) (2, 4) 1. Indicate where the sun rises and sets.

(2, 4) 2. Face the directions given using the game "Simon Says".

(2, 4) 3. Place or remove specific objects from the directions given.

(2, 4) 4. Walk, hop, tip etc... in the directions given.

- The teacher will introduce the concept that a map is a small picture or representation of a larger object. (Photographs will help introduce concept. e.g., Picture of a several buildings; buildings too large to put on paper etc...
- The teacher will draw a map of the classroom on the board.
- The teacher will discuss the use of symbols. (Introduce pre-cut symbols to represent desks, flag, boards etc...)
- The teacher will have the students:

(SKILLS) (1, 2, 4, 5) 1. Place given symbols in the proper location on the map. (board)

(1, 2, 4) 2. Take a walk around school noting location of various items such as auditorium, classrooms, cafeteria etc...

(1, 2, 3, 4, 5) 3. Prepare a large map of the school oriented to north and have students place symbols (e.g., auditorium) in the proper locations.

(2, 3, 4) 4. Take a walk around neighborhood noting location of various items such as churches, stores etc...

(2, 6, 7) 8. Introduce by way of filmstrips or movies (particularly examples from CBS Children's Film Festival or The Big Blue Marble) examples of various racial and or ethnic groups and their responsibilities to their families.

(2, 6, 7) 9. Have pupils record and illustrate the similarities and differences of responsibilities and differences of responsibilities shared by various ethnic families e.g., Six year old Pedro, who lives in Mexico City, must help his father sell vegetables before going to school.

(2, 6, 7, 8, 9) 10. Use overhead transparencies (maps) (If necessary please review cartographic skills from the Human Behavior Unit). Help pupils locate the countries of several ethnic or racial groups.

(2, 4, 6, 7) 11. Help pupils record, draw or dictate experience stories that illustrate the responsibilities they have at home.

(1, 2, 3, 4, 6, 7) 12. Use conflict situation to develop the concept of strengths and weaknesses of others. e.g., An Oriental child, who knows how to swim well but does not know how to play softball wants to join the neighborhood club.

Behavioral Goal 4

The student will be able to draw a chart showing at least three basic needs of families everywhere in the world.

Skills:

1. Organize information
2. Acquire information through listening and observing
3. Interpret pictures
4. Make inferences
5. Select - classify information
6. Work with others
7. Oral communication
8. Noting direction
9. Locating places on maps

Sample Activities

The teacher will allow the students to:

(SKILLS) (1, 2, 3, 7) 1. Describe or bring in their pet from home and discuss what their pet needs and why.

(1, 2, 5, 6, 7) 2. Prepare a display using toy houses, dolls, pictures, empty food cartons etc... Select and record items that families need and why.

(1, 2, 3, 4, 5, 7) 3. Identify the common needs of all races of families and record the differences noted, by using the gian picture album entitled "Families" Man and Communities - Concepts and Values.

(1, 2, 3, 5, 7, 8, 9) 4. Organize a display center of pictures depicting various families. Use maps in the album that show the areas where the families are located.

(1, 2, 3, 5, 7) 5. Use "rebus" cards that illustrate various needs and state a sentence about the need.

(1, 2, 3, 5) 6. Place rebus writings (previously prepared on mimeographed sheets) in their Family Booklet.

Behavioral Goal 5

The students will be able to role play situations that show how family members cooperate with one another.

Skills:

1. Plan cooperatively
2. Communicate orally
3. Acquire information through listening and observing
4. Organize information

Sample Activities

The teacher will be able to:

(SKILLS) (2, 3) 1. Discuss with pupils using classroom situations, how class members cooperate. e.g., John helps Sandy clean up work area.

(2, 3, 4) 2. Use "Weeble Family" characters - "On the Farm": "In the City" etc... to develop the concept of how family members cooperate.

(2, 3, 4) 3. Have pupils bring in pictures from magazines or photographs of families cooperating. Help pupils dramatize or pantomime specific examples.

(1, 2, 3, 4) 4. Divide class into three groups and assign groups the tasks of collecting pictures; making drawings and recordings; organizing toy family members into various situations that depict families cooperating.

(1, 2, 3, 4) 5. Have pupils invite a parent or older sibling to come in and talk to class about the ways their families cooperate.

(1, 2, 3, 4) 6. Invite a member of the Foreign Teachers Exchange Program to present a talk on cooperation in their family. e.g., An Indian teacher; An African teacher etc...

(2, 3, 4) 7. Allow pupils to record their findings on tape.

Behavioral Goal 6

The students will be able to role play how family members care for one another.

Skills:

1. Acquire information through listening and observing
2. Gather information
3. Communicate orally
4. Plan cooperatively

Sample Activities

The teacher will be able to:

(SKILLS) (1, 3) 1. **Use other members of the faculty to role play situations that exhibit family members caring. e.g., Mom's angry with Dad about watching football so often. Dad apologizes to Mom and takes the family to dinner.**

(1, 2, 3, 4) 2. **Have students canvas neighborhood for old magazines for pictures to use in their collage - "We Care and Share"**

Behavioral Goal 7

The students will be able to show at least three ways that families have fun together with emphasis on free recreational activities.

Skills:

1. **Locate information**
2. **Organize information**
3. **Acquire information through listening and observing**
4. **Communicate orally**
5. **Interpret pictures**
6. **Work with others**
7. **Plan cooperatively**

Sample Activities

The teacher will allow the students to:

(SKILLS) (2, 4, 6) 1. **Play a favorite game and discuss other games that they share with their families.**

(2, 3, 4) 2. Dictate reasons they enjoy certain activities with their families.

(1, 2, 3, 4, 5) 3. Bring in pictures or photographs that depict family recreational activities.

(2, 3, 4) 4. Role play different ways families have fun.

(1, 2, 3, 4, 5) 5. Draw or cut out pictures depicting families enjoying recreational activities and add pictures to their (student's) family booklet.

Behavioral Goal 8

The students will be able to demonstrate, by using a play store and money, the difference between needs and wants, making choices and the buying and selling process.

Skills:

1. Acquire information through listening and observing
2. Interpret pictures, filmstrips, globes, symbols etc...
3. Plan cooperatively
4. Communicate orally
5. Organize information

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 4) 1. Review with students the basic needs of a family. (See behavioral goal 4 of the Urban Studies Program on page

(1, 2, 4) 2. Use the classroom to develop what an environment is. Take students on a walk in the school neighborhood to observe the environment.

(1, 2, 4, 5) 3. Have students record discriptions of their home environment.

(1, 2, 4, 5) 4. Use pictures, study prints, filmstrips globes, and books to further develop the concept of environments.

(1, 2, 4, 5) 5. Discuss with students examples of the many environments in which man lives. e.g., A tribal member of an African rainforest - Ibo. An Arabian dessert dweller.

(1, 2, 4, 5) 6. Have students observe and discuss study prints and filmstrips to develop the concept of how people depend on plants and animals for food, clothing and shelter today and long ago.

(1, 2, 4, 5) 7. Make picture charts labeled "Animals Help Families Meet Their Needs," and "Plants Help Families Meet Their Needs". Assist pupils in collecting pictures that would complete chart.

(1, 2, 3, 4, 5) 8. Allow pupils to construct a mural illustrating "Where Families Get Their Foods, Clothing and Shelter".

(1, 2, 3, 4, 5) 9. Take students to the following places making certain that children can identify foodstuffs.

Supermarket	Fish Market
City Market	Diary Farm
Wholesale Produce Market	Shopping Center

(1, 2, 3, 4, 5) 10. Have speakers discuss articles of clothing, foods, artifacts etc...from their country. (Use the Foreign Teachers Exchange Program)

(1, 3, 4) 11. Prepare pupils to interview speakers.

(1, 2, 4, 5) 12. Make a picture chart and map that illustrates articles mentioned in sample activity 10. Have pupils point out what country the articles comes from.

(1, 2, 4, 5) 13. Allow pupils to observe study prints, and filmstrips about city homes in different parts of the world.

(1, 2, 3, 4, 5) 14. Have pupils arrange a bulletin board of city homes in different parts of the world.

(1, 2, 4, 5) 15. Identify the likenesses and differences of cities noted. State reasons why certain homes are needed.

(1, 2, 3, 4, 5) 16. Plan with students a class trip to store in that they can construct a play store in school.

(1, 2, 3, 4, 5) 17. Provide play money that will enable students to purchase items. Be certain to emphasize the decision making process in the selection of needs and wants.

Behavioral Goal 9

The students will be able to identify at least one holiday and one special event that families observe.

Skills:

1. Locate information
2. Acquire information through listening and observing.
3. Interpret pictures
4. Communicate orally
5. Organizing information

Sample Activities

The teacher will be able to:

(SKILLS) (2, 3, 4, 5) 1. Use study print of a birthday scene and allow students to tell how their family celebrates birthdays.

(1, 2, 3, 4, 5) 2. Have students make a chart with birthday pictures and articles such as candles, cards etc...students should be able to identify the month of their birth.

(2, 3, 4, 5) 3. Display scenes of the four seasons. Allow students to identify one special event representative of the season.

(2, 3, 4, 5) 4. Prepare mimeographed sheets representative of special holidays and a birthday cake that will allow students to put their name on it. These items should be placed in their family booklets.

Behavioral Goal 10

The students will be able to draw one picture showing how families help the city and one picture showing how the city helps the family.

Skills:

1. Communicate orally
2. Interpret pictures
3. Locate information
4. Acquire information through listening and observing
5. Organize information

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 3, 4) 1. Read stories and view filmstrips with the students about family workers who earn money in the city.

(1, 3, 4) 2. Have pupils identify workers in their families who may earn money.

(1, 2, 3, 4) 3. Allow pupils to tell how they earn money.

(1, 2, 3, 4) 4. Role play the tasks of various workers in the city.

(2, 3, 4, 5) 5. Have students cut out pictures of city workers and place them in their family booklets.

(1, 3, 4, 5) 6. Have pupils discuss the importance of police officers, fire fighters, sanitation workers etc...

Behavioral Goal 11

The students will be able to identify the city and country in which he lives.

Skills:

See skills listed in behavioral goal 12 in the Human Behavior Curriculum Guide for the kindergarten level.

Sample Activities

See sample activities listed in behavioral goal 12 in the Human Behavior Curriculum Guide for the kindergarten level.

Level 1

The Human Behavior and Urban Studies Program

Level: First

Rationale

The strength of the social studies curriculum for the first grade is that it builds upon the foundations established at the kindergarten level. Skill development is emphasized, with the specific inquiry skills at the forefront. Content focus is on individual differences and similarities and the urban services available to every individual. To look into the problems of the real world, and engage in activities that build a strong foundation for coping with life experiences in an urban setting will be the paramount task of the first level students.

Skills - Part One Shared Responsibility of the Social Studies

I. Locating information

A. Use books

1. Use table of contents
2. Alphabetize
3. Distinguish between story books and factual books
4. Choose a book appropriate for the purpose

B. Alphabetize a list of words according to the first letter; according to second and third letters

C. Identify newspapers, magazines and pamphlets as sources of information about many topics, especially current affairs

D. Gather facts from field trips and interviews

1. Identify the purpose of the field trip or interview
2. Plan procedures, rules of behavior, questions to be asked, things to look for

3. Take increasingly greater initiative in the actual conduct of the field trip or interview
4. Evaluate the planning and execution of the field trip or interview
5. Find acceptable ways to open and close an interview
6. Express appreciation for courtesies extended during the field trip or interview
7. Record, summarize, and evaluate information gained

II. Organizing information

A. Compose a title for a story, picture, graph, map or chart

B. Select answers to questions from material heard, viewed or read

C. Classify pictures, facts, and events under main headings or in catergories

D. Arrange events, facts, ideas in sequence

E. Make a simple table of contents

III. Evaluating information

A. Distinguish between fact and fiction

B. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction

C. Consider which source of information is more acceptable and why

D. Draw inferences and make generalizations from the evidence

E. Reach tentative conclusions

IV. Acquiring information through reading

A. Read to find answers to questions

B. Select the statements that are pertinent to the topic being studied

V. Acquiring information through listening and observing

A. Listen and observe with a purpose

B. Listen attentively when others are speaking

C. Identify a sequence of ideas and select those that are most important

D. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information

E. Adjust to a speaker's voice and delivery and to the physical conditions of the situation

VI. Communicating orally and in writing

A. Develop an adequate vocabulary

B. Choose the appropriate word

C. Pronounce words correctly and enunciate clearly

D. Talk in sentences

E. Develop self-confidence

F. Exchange ideas through discussion either as leader or participant

G. Respect limitations of time and the right of others to be heard

H. Apply the skills being developed in printing, writing, spelling, punctuating, capitalizing, and arranging written work

VII. Interpreting pictures, charts, graphs and tables

A. Utilizes these materials as a source of information

B. Note and describe the content of the material both general and specific

C. Interpret by applying related information, and use the material as one basis for drawing conclusions

VIII. Working with others

A. Respect the rights and opinions of others

B. Demonstrate the need for rules and the necessity for observing them

C. Take part in making the rules needed by the group

D. Accept the role of leader or follower, as the situation requires

E. Profit from criticism and suggestions

F. Distinguish between work that can be done most efficiently by individuals and that which calls for group effort

Part Two

Skills: A Major Responsibility of the Social Studies

I. Reading social studies materials

A. Listens and interprets materials that are read to them

B. Uses an increasing number of social studies terms

II. Applying problem - solving and critical thinking skills to social issues

A. Identify or recognize that a problem exists

B. Define the problem for study

C. Review known information about the problem

D. Plan how to study the problem

E. Locate, gather and organize information (For detailed analysis see Part One, Section I)

F. Interpret and evaluate information (For detailed analysis see Part One, Section III)

G. Summarize and draw tentative conclusions

H. See the need to change conclusions when new information warrants

I. Selects areas for further study

J. Use problem solving techniques in meeting personal and societal problems

III. Interpreting maps and globes

A. Orient map and note directions

1. Use cardinal directions in classroom and neighborhood

2. Use relative terms of location and direction, as near, far, above, below, up, down

3. Identify that the north is toward the North Pole and south toward the South Pole on any map projection

B. Locate places on maps and globes

1. Identify land and water masses on a globe and on a variety of maps - physical - political, chalkboard, weather maps, etc.

2. Make simple sketch maps to show location

C. Use scale and compute distances

1. Use small objects to represent large ones, as a photograph compared to actual size

2. Make simple large scale maps of a familiar area, such as classroom, neighborhood

D. Interpret map symbols and visualize what they represent

- Demonstrate that real objects can be represented by pictures or symbols on a map

IV. Uses time and chronology

A. Develop an understanding of the time system and the calendar

1. Tell time by the clock

2. Use names of the days of the week in order
3. Use names of months in sequence
4. Use calendar to find dates of special events and to determine length of time between important dates
5. Associate seasons with particular months in both northern and southern hemispheres
6. Identify the relation between the rotation of the earth and day and night
7. Recognize the system of time zones as related to the rotation of the earth
8. Recognize the relation between the earth's revolution around the sun and a calendar year

B. Demonstrate an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time.

1. Identify sequence and chronology in personal experiences, as the school day, weekly schedule,etc.
2. Arrange personal experiences in order
3. Use sequence and order as expressed in first, second, third, etc.

The Human Behavior Program

Focus: Individuals - Similarities and Differences

Level: First

Behavioral Goal 1

The students will be able to recognize three fundamental needs of all people

Skills

1. Locate information
2. Work cooperatively
3. Acquire information through observing and listening
4. Organize information
5. Oral and written communication

Sample Activities

The teacher will:

(SKILLS) (1, 3, 4, 5) 1. Use dolls and study prints of various racial and ethnic groups. Have students record some common characteristics that all people share.

(1, 2, 3, 4) 2. Have students make large cut-out parts of the body and assemble them to illustrate the human form.

(1, 2, 3, 4, 5) 3. Construct a large diagram of the human body. Allow students to designate two characteristics of the human body. (e.g., Game similar to Pin the"Tail on the Donkey"can be developed)

Behavioral Goal 3

The students will be able to give two ways in which they look different from other members of their class.

Skills

1. Acquire information through listening and observing
2. Interpret charts
3. Communicate orally
4. Work with others
5. Organize information

Sample Activities

The teacher will:

(SKILLS) (1, 3, 4, 5) 1. Allow students to make their footprints and handprints to demonstrate the similarities and differences.

(1, 2, 3, 5) 2. Have students list and classify items on a large chart that all pupils must do at home and in school.

(1, 2, 3, 5) 3. Have students compare and contrast the similarities and differences that are noted in the study prints of various racial and ethnic students at home and in school.

(1, 3, 4, 5) 4. Assist pupils in recording and charting their weight and height; compare results later.

Behavioral Goal 4

The students will be able to identify three races of people by the color of their skin

Skills

1. Organize information
2. Acquire information through listening and observing
3. Orient maps and note directions
4. Locate places on maps
5. Communicate orally

Sample Activities

The teacher will:

(SKILLS) (1, 2, 4, 5) 1. Depending on the level of the students, want to review the kindergarten sample activities in behavioral goals 10 and 11 in the Human Behavior Program.

(1, 2, 4, 5) 2. Present the class with pictures or actual persons where feasible of the three major racial groups, allowing them to discuss, record and chart the differences and similarities of the three major races.

(1, 2, 3, 4, 5) 3. Use the globe to show the areas where the main racial groups originated.

Caucasoid - Western Europe

Negroid - Central Africa

Mongoloid - Asia

(1, 2, 3, 4, 5) 4. Have students place pictures (indicative of various ethnic and racial groups) on a map showing where each group came from.

(1, 2, 3, 4, 5) 5. Allow students to identify some areas that each group inhabits today. (Teacher should point out that most ethnic and racial groups are represented in the United States' population

Behavioral Goal 5

The students will be able to relate two things he likes doing best.

Skills

See Behavioral Goal 7 - Human Behavior Program. Kindergarten Level

Sample Activities

Review Sample Activities for Human Behavior Program - Behavioral Goal 7- Kindergarten Level

Behavioral Goal 6

The students will be able to listen to a tape recording and distinguish between a foreign language and English

Skills

1. Acquire information through listening and observing
2. Listen attentively
3. Interpret songs, maps and pictures

4. Organize information

5. Oral communication

Sample Activities

The teacher will:

(SKILLS) (1, 2, 4, 5) 1. Use the tape recorder to record special words used by pupils during informal conversation in class.

(1, 2, 4, 5) 2. Use the language master and prepare rebus cards that illustrate the slang expressions used today. Allow pupils to prepare cards of their own.

(1, 2, 3, 4, 5) 3. Have the music teacher and media specialists coordinate filmstrip scenes from other countries with recorded songs from these same countries.

(1, 2, 3, 4, 5) 4. Prepare language master cards that have symbols representative of various countries.
e.g., France - Eifel Tower
Spain - Bull fight
Record greetings on language master cards and have pupils play back and repeat recorded expressions.

(1, 2, 3, 4, 5) 5. Use films, show movie of children at play and work in foreign countries. Have pupils discuss expressions noted.

Behavioral Goal 7

The students will be able to relate three things that they and their families do together.

Skills

1. Acquire information through listening and observing
2. Communicate orally
3. Interpret pictures
4. Work cooperatively
5. Locate information
6. Organize information

Sample Activities

The teacher will

(SKILLS) (1, 2, 3, 5, 6) 1. Have pupils use books, pictures and other sources to identify different family interest.

(1, 2, 4, 6) 2. Allow students to role play examples of various family activities.

(1, 2, 6) 3. Have pupils use tape recorder to record a favorite activity that they and their families have shared.

(1, 2, 6) 4. Allow pupils to prepare a language experience story that depicts a future activity that they would like to share with their families.

Behavioral Goal 8

The students will be able to identify from pictures some of the services available on their streets

Skills

1. Listen attentively
2. Interpret pictures
3. Communicate orally
4. Organize information
5. Acquire information through listening and observing

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 4, 5) 1. Allow pupils to listen to stories and poems and view study prints to review concept of people helping one another by providing services.

(1, 2, 3, 4, 5) 2. Have students make a picture chart to show the kinds of services provided by people.

(1, 2, 3, 4, 5) 3. Have pupils take a walk to observe and note services being provided daily. Allow pupils to photograph the services they identify.

(1, 2, 3, 4, 5) 4. Provide students with the opportunity to discuss the people who provide services to your street.

(1, 2, 3, 4, 5) 5. Have pupils classify and chart these services on a large story paper.

(1, 2, 3, 4, 5) 6. Have pupils construct hand puppets symbolic of people who provide services.

Behavioral Goal 9

The students will be able to describe from pictures various feelings exhibited by people

Skills

1. Organize information
2. Acquire information through observing and listening
3. Listen attentively
4. Communicate orally and in writing
5. Interpret pictures and stories

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 4) 1. Allow students to use dramatic play to illustrate various emotions such as fear, anger, and love.

(1, 2, 3, 4, 5) 2. Have pupils discuss "The Red Balloon", a film about a young child in France who displays various emotions.

(1, 2, 3, 4, 5) 3. Guide students in dramatizing situations that demonstrate emotions. e.g., A young child, who wants and needs affection from his parents, peers, acts violently.

(1, 2, 4, 5) 4. Have pupils construct masks that illustrate various emotions.

(1, 2, 4, 5) 5. Have pupils record stories that are indicative of the emotions depicted in their masks.

(1, 2, 3, 4, 5) 6. Select specific fairy tales whose characters display various emotions. Have students select the character whose emotions they can readily identify with.

Behavioral Goal 10

The students will be able to demonstrate the established rules of safety by playing the role of a crossing guard or a police officer.

Skills

1. Inquiry
2. Work cooperatively
3. Acquire information through listening and observing
4. Listen attentively
5. Communicate orally and in writing

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 4, 5) 1. Use conflict situation demonstrative of a need for safety. (e.g., Tommy wants to ride his big wheel in the street)

(2, 3, 5) 2. Have pupils make hand puppets to dramatize aspects of the school safety program. e.g., Police officer assisting a lost child in the park.

(2, 3, 5) 3. Have pupils paint a mural showing common safety signals such as Don't Walk, Danger, etc. (Use Blue Bug Safety Book) The students will list uses for each sign or signal.

Behavioral Goal 11

The students will be able to relate two of his responsibilities at home.

Skills

1. Acquire information through listening and observing
2. Acquire information through reading
3. Interpret pictures
4. Inquiry
5. Listen attentively
6. Oral and written communication

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 5, 6) 1. Use books, films, and pictures that will enable pupils to discuss the rights and responsibilities of adults.

(1, 3, 4, 5, 6) 2. Have pupils dramatize how they can aid each other in the protection of their rights.

(1, 4, 5, 6) 3. Use conflict situations and have pupils discuss and record solutions to problems involving responsibilities. (Have pupils compare their solutions with their parents solutions.) e.g., Mary is to do the dishes but she wants to visit her friend.

(1, 5, 6) 4. Use pre-taped story to discuss with students the reasons why responsibility is important.

The Urban Studies Program

Focus: The Street Where I Live - People and Services

Level: First

Behavioral Goal 1

The students will be able to identify the name of his street and his house number

Skills

1. Work cooperatively
2. Acquire information through listening and observing
3. Communicate orally and writing
4. Organize information

Sample Activities

The teacher will:

- Prepare index cards that contain the house numbers and streets of the students (Use cumulative records). Prepare a symbol for each child's card.

(SKILLS) (1, 2, 3) 1. Record address on language master card. Have pupils review their address.

(1, 2, 3, 4) 2. Place all pupils names on a chart. Allow pupils to identify their address by placing their name tags beside their addresses.

(2, 3, 4) 3. Have pupils draw a picture of their house and write their address on the house.

Behavioral Goal 2

The students will be able to name the city, state, and country in which they live.

Skills

See skills for Behavioral Goal 12, kindergarten level in the Human Behavior Studies Program.

Sample Activities

See sample activities for Behavioral Goal 12, kindergarten level in the Human Behavior Porgram.

Behavioral Goal 3

The students will be able to identify some of the people on their street and the houses in which they live.

Skills

1. Communicate orally and in writing
2. Acquire information through listening and observing
3. Organize information

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3) 1. Have pupils discuss and record a list of some of the people who live on their street.

(1, 2, 3) 2. Assist pupils in preparing a symbol representative of their neighbors e.g., Mrs. Brown - a flower box

(1, 2, 3) 3. Have pupils construct a simple diagram showing the houses on their street and place appropriate symbols on their neighbor's house.

(1, 2, 3) 4. Use felt rope that will enable students to match the names listed in activity one with the house diagram in activity three.

Behavioral Goal 4

The students will be able to tell at least two ways in which the people on their street help one another.

Skills

1. Organize information
2. Interpret pictures
3. Listen attentively
4. Work cooperatively
5. Communicate orally and in writing
6. Acquire information through listening and observing
7. Plan an interview

Sample Activities

The teacher will

(SKILLS) (1, 2, 3, 5, 6) 1. Use study prints and short stories that will enable students to point out examples of respecting other's rights, sharing, cooperating etc.

(1, 3, 4, 5, 6) 2. Allow students to role play examples given in activity one, using the people living on their blocks or streets as characters.

(1, 3, 4, 5, 6) 3. Have the class cooperatively write a poem explaining how cooperation between their neighbors can make their streets a better place to live.

(1, 3, 5, 6, 7) 4. Have pupils interview their neighbors. (Neighbors will write suggestions denoting ways in which people could help one another).

Behavioral Goal 5

The students will be able to identify from pictures people as consumers and people as producers.

Skills

1. Acquire information through observing and listening
2. Interpret pictures
3. Organize information
4. Listen attentively
5. Oral and written communication

Sample Activities

The teacher will:

(SKILLS) (1, 3, 4, 5) 1. Have pupils discuss examples of items they like; where they can get items and how.

(1, 2, 3, 4, 5) 2. Use pictures and study prints of people as consumers. Introduce the concept of consumers as buyers. e.g., People buying cars, food, toys. Have students recall other examples of consumers and their purchases.

(1, 2, 3, 4, 5) 3. Show filmstrips of manufacturers and businesses as producers. Introduce the concept of producers as people who make items to sell e.g., Factories, factory workers etc... Have students recall other examples of producers.

(1, 2, 3, 4, 5) 4. Construct a chart with two headings and pictures of headings: Allow students to place pictures under the correct headings. e.g.,

Consumers	Producers
People buying clothes	Bakers
People driving cars	Builders
	Workers

Behavioral Goal 6

The students will be able to role play producers and consumers that depend upon one another.

Skills

1. Acquire information through listening and observing
2. Listen attentively
3. Communicate orally and in writing
4. Interpret pictures

5. Inquiry

6. Plan a field trip

7. Acquiring information through reading

Sample Activities

The teacher will:

(SKILLS)	(1, 2, 3, 4)	1. Provide resource materials that will enable the students to locate and chart the different services provided for people.
	(1, 2, 3,)	2. Have parents visit the classroom and discuss or demonstrate the services they perform.
	(1, 2, 3)	3. Use prerecorded story that will state examples of how families get what they need. Allow pupils to tape examples of how their families supply their needs.
	(1, 2, 3, 6)	4. Plan and organize with the students a field trip to a nearby business. Have the students note the services rendered and their importance to the people on their street. e.g., Stores, Gas Stations, Banks, Restaurants.
	(1, 2, 3, 4, 5)	5. Review study prints about buyers and sellers. Provide conflict situations that will enable students to identify the problems of buyers and sellers.

Behavioral Goal 7

The students will be able to draw at least two pictures showing ways in which they are a consumer and two pictures showing how they are producers.

Skills

1. Organize information
2. Communicate orally
3. Acquire information through listening and observing
4. Work cooperatively

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3) 1. Discuss with the pupils the concepts of producers and consumers by using concrete objects e.g., Broken toys, canned goods, bakery products.

(1, 2, 3, 4) 2. Have students construct a model of places where production takes place. e.g., General Motors, Bethlehem Steel Factory, A Mall.

(1, 2, 3, 4) 3. Have pupils record examples of producers and consumers; then write or record experience stories that will allow them to assume the roles of a producer and consumer.

Behavioral Goal 8

The students will be able to explain by using a class mural how tax money from the people provides services for the people.

Skills

1. Inquiry
2. Locating information
3. Acquire information through listening and observing
4. Oral and written communication
5. Work cooperatively
6. Acquiring information through reading
7. Plan a field trip

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 4, 5) 1. Assist the students in developing the concept of government by dramatizing a given situation. e.g., Have class select leaders to represent the class in obtaining permission to have a party. (geared to a special holiday and event)

- Allow pupils to select a group of children to represent a governing body to decide whether or not the party should take place.
- Help pupils develop criteria for selecting leaders of the governing body.
- Guide governing body in making decisions as to reasons for accecpting or rejecting the request. Evaluate.

(3, 4, 6) 2. Prepare a transparency of a sales receipt for a big wheel (tricycle). Allow pupils to discuss price and note the addition of taxes.

(3, 4, 5, 6) 3. Use diagram of consumer, purchased items etc... to discuss with the students what happens to taxes in the money cycle.

(3, 4, 5, 6) 4. Provide class with the materials to make a mural that will illustrate what happens to the tax money.

(3, 4, 5, 7) 5. Plan a visit with students to a local fire station or police station that will enable students to note the services that taxes provide.

Behavioral Goals 9 and 10

The students will be able to role play situations that show shared responsibilities between people who provide services and those who receive services such as a crossing guard and children. Make a scrapbook showing how they provide services in the home, in school, and on their street.

Skills

1. Communicate orally and in writing
2. Plan and work cooperatively
3. Acquire and locate information
4. Interpret pictures and charts
5. Locate information
6. Organize information

Sample Activities

The teacher will:

(SKILLS) (1, 3, 4, 5) 1. Use old magazines and newspapers that will enable students to locate and cut out examples of people receiving and providing services. e.g., Dentist, Crossing Guard, Trash Collector etc...

(1, 3) 2. Have pupils visit the health suite at school for a discussion with the nurse or doctor in reference to the services provided.

(1, 3, 5) 3. Have pupils write experience stories with illustrations that depict the use of various services.

(1, 2, 3, 4, 6) 4. Prepare a list with pictures that are symbolic of the services discussed previously. Have pupils identify the job they might pursue in the future by placing their name tag beside the service or jobs.

(1, 2, 3, 4, 5, 6) 5. Divide class into groups in preparation for presenting a "Services On Parade Festival"

Group a Record a brief play on the use of services

Group b Construct scenery

Group c Write (with teacher's assistance) poems and songs.

(1, 2, 5, 6) 6. Have pupils complete (with parents' assistance) the data needed for various services they perform. (Teacher prepare mimeographed sheet that depicts various services)

Level 2

The Human Behavior and Urban Studies Program

Level: Second

Rationale

The emphasis of the Human Behavior Program on the second grade level is the development of the concept that one's individuality must be in balance with conformity to rules. Skill development becomes increasingly complex in order that the students gain the prerequisite skills necessary to engage in the more intricate learning activities at the early intermediate grades.

Skills:

N.B. Please note the skills listed for Part One and Part Two of the first level

The Human Behavior Program

Focus: Group Behavior - Individuality and Conformity

Level: Second

Behavioral Goal 1

The students will be able to write their name, address and at least one good sentence about themselves.

Skills

1. Communicate orally and in writing
2. Acquire information through listening and observing

3. Organize and classify information

4. Use tape recorder

5. Locate information

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3,) 1. Prepare name and address tags (Use food coloring and Elmer's Glue to produce raised effect of students name and address) Have pupils trace with their fingers their name tags; practice writing their name tags.

(1, 2, 3, 4) 2. Have students record on tape short stories about themselves.

(1, 2, 3, 5) 3. Discuss with students the characteristics of people they hold in admiration. If possible have pupils bring in pictures of various personalities e.g., Athletes, Neighbors, Relatives etc...

(1, 2, 3, 5) 4. Allow pupils to write several sentences about themselves and select the one that best describes how they feel about themselves.

Behavioral Goal 2

The students will be able to give three rules they must follow at home. e.g., Putting toys in a safe place.

Skills

1. Communicate orally and in writing

2. Acquire information through listening and observing

3. Plan questions for interview

4. Organize information

Sample Activities

The teacher will:

(SKILLS) (1, 2) 1. Review with students the class rules set up earlier in the year. List reasons why rules were necessary.

(1, 2, 3) 2. Have police officer, fire fighter and nurse discuss with students the rules of safety, health, etc. Allow pupils to interview these resource people.

(1, 2, 4) 3. Have students recall several activities they enjoy at home and discuss what procedures they would follow to insure safety and the proper use of items used in these activities. e.g., Riding bicycles
Playing with toys

(1, 2, 4) 4. Have students illustrate examples of rules they must follow.

Behavioral Goal 3

The students will be able to state at least two individual goals and one group goal when playing a game.

Skills

1. Acquire information through listening and observing

2. Listen attentively

3. Communicate orally and in writing

4. State the need for rules and observe them

5. Speak with accuracy and poise

6. Organize information

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3) 1. Have pupils list on blackboard examples of games they like to play.

(1, 2, 3, 4, 6) 2. Allow pupils to identify a specific game and discuss some of the rules necessary for the game.

(1, 2, 3, 4, 5, 6) 3. Have students bring games from home to play in class. Each student will explain to the class the rules of the game and the goal of those participating in the game.

(1, 2, 3, 4, 6) 4. Consult with the physical education department in your school. Teach the students relay and other team based games. Discuss the desired outcomes of each activity for individual participants as well as for members of the team.

Behavioral Goals 4 and 5

The students will be able to:

4 - Name two activities that they enjoy in school

5 - Draw a picture depicting two activities that they and their families share.

Skills

1. Communicate orally and in writing
2. Organize and classify information
3. Acquire information through listening and observing
4. Plan an interview
5. Use a simple camera

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3) 1. Use study prints or slides (possibly taken of various classroom activities) that will guide students in listing activities that they enjoy in school.

(1, 2, 3) 2. Divide class into groups to record new suggested school activities and the supportive reasons for selecting these activities

(1, 2, 3, 5) 3. Select a group of students to photograph other activities within the school. Allow students to classify activities according to likes and dislikes; strengths and weaknesses.

(1, 2, 3, 4) 4. Have students interview parents and relatives for suggested activities that the family shares

(1, 2, 3) 5. Compile a list of activities that the students share with their families and have students select headings or groupings for the activities listed. Headings should include: Fun Play Health Work Learning Safety

(1, 2, 3) 6. Divide students into groups in order to compose poems, stories, or songs that depict their favorite activities at home and in school.

Behavioral Goals 6 and 7

The students will be able to:

6 - Work with others in a group to make a mural or participate in playground activities

7 - Role play situations demonstrating getting along with others

e.g., Sharing a favorite game or toy

Using May I, Please, and Thank you.

Skills

1. Acquire information through observing and listening
2. Organize and classify information
3. Communicate orally and in writing
4. Recognize and define problem for study
5. Interpret and evaluate information
6. State the need for rules

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 6) 1. Use pictures of students participating in various group activities that will assist the students in identifying and discussing rules they should follow in working with groups.

(1, 2, 3, 5, 6) 2. Have students compile a list of group activities they would like to participate in and state supportive reasons for their selection.

(1, 2, 3, 4, 5, 6) 3. Allow students to tape rules that demonstrate getting along with others. Students should be able to dramatize situations that are indicative of getting along with others.

Behavioral Goals 8, 9 and 10

The students will be able to:

8 - Demonstrate how to settle a dispute when two children participate in different activities using the same equipment

9 - Play a game that would necessitate waiting their turn

10 - Explain why waiting one's turn in a group activity is demonstrating good behavior

Skills

1. Recognize and define a problem for study
2. Review known information
3. Locate, gather and organize information
4. Interpret and evaluate information
5. Communicate orally and in writing
6. Acquire information through listening and observing
7. Listen attentively
8. Demonstrate respect for the rights and opinions of others
9. State the need for rules and the necessity for observing them

Sample Activities

The Teacher will

(SKILLS) (1, 2, 3, 4, 5, 6, 7, 8, 9)	1.	Prepare several conflict situations that involve the settlement of disputes. Allow students to prepare illustrations of the solutions.
(1, 2, 3, 4, 5, 6, 7, 8, 9)	2.	Have students role play situations where they must settle disputes.
(3, 4, 5, 6, 7, 8, 9)	3.	Have students dramatize how they treat other people when they are hungry, cross, sick, recieve a compliment etc.
(3, 4, 5, 6, 7, 8, 9)	4.	Have students list and discuss various ways in which people can show love. (e.g., Use cartoon framework that will allow students to compose endings.) Love is _ _ _ _ _ _ _ _ _
(1, 2, 3, 4, 5, 6, 7, 8, 9)	5.	Let students play their favorite game. Select several students to role play inappropriate behavior (not wait their turn.) Have students react to this situation and list on a chart reasons for demonstrating good behavior.

The Urban Studies Program

Focus: My Neighborhood, People and Ecology

Level: Second

Behavioral Goals 1 and 2

1 - The students will be able to define a neighborhood and give one example of interaction among the neighbors

2 - The students will be able to make a simple map of their neighborhood

Skills

1. Communicate orally and in writing
2. Acquire information through listening and observing
3. Use simple camera
4. Organize and classify information
5. Orient map and note directions
6. Locate places on a map
7. Evaluate information

Sample Activities

The teacher will:

(SKILLS) (1, 2, 4) 1. Discuss and list with pupils the names of places that are within walking distance of their homes. e.g., Stores, Churches, Homes of friends, etc.

(1, 2, 3, 4) 2. Develop the concept of neighborhood by helping students discover that the area within walking distance can be called a neighborhood. Allow students to take pictures of the neighborhood around the school and construct a diorama of the neighborhood.

(1, 2, 4) 3. Have students discuss the things they see as they walk to school. Allow pupils to draw and compare pictures of the things they see as they walk to school.

(1, 2, 4) 4. Assist pupils in identifying the differences and similarities of various neighborhoods.

(1, 2, 4) 5. Have students identify the people in their neighborhood who are called good neighbors.

(1, 2, 4) 6. Have students dramatize situations that show the characteristics of a good neighbor.

(1, 2, 4) 7. Develop the concept of an urban neighborhood by showing pictures, study prints or filmstrips of an urban neighborhood.

(1, 2, 4) 8. Prepare recordings with slides that will assist pupils in discovering that urban neighborhoods consist of people, buildings, streets, land, services etc...

(1, 2, 4, 7) 9. Have students compare the neighborhood in the recording with their own neighborhoods.

(1, 2, 4, 5) 10. Use suggested sample activities from the Human Behavior Program, the kindergarten level, behavioral goals 9 and 12 to assist pupils in constructing a map of their neighborhood.

Behavioral Goals 3 and 4

The students will be able to:

- 3 Write their name, street address and the city and state in which they live
- 4 Locate their neighborhood on a simple map of Baltimore

Skills

1. Communicate orally and in writing
2. Acquire information through listening and observing
3. Recall known information
4. Orient map and note directions
5. Locate places on a map

Sample Activities

The teacher will:

- Prepare identification cards for the students. (Use cumulative records for data and precut cards in the shape of a house)

(SKILLS) (1, 2, 3) 1. Have pupils participate in a game that will assist them in recalling their name, address etc...

(1, 2, 4, 5) 2. Prepare a large map of Maryland on the blackboard. Place Baltimore on the map. (Use different colors to assist pupils in distinguishing the city from the state.)

(1, 2, 4, 5) 3. Discuss with students the location of Baltimore within Maryland. Be certain pupils use directions properly. e.g., North, South etc...

(1, 2, 3, 4, 5) 4. Distribute blank outlined maps of Maryland to the students. Have students locate on the overhead projector Baltimore and any other streets that they can identify.

(1, 2, 4, 5) 5. Have pupils fill in their blank map of Maryland with their city and the approximate location of their street.

(1, 2, 3, 4, 5) 6. Establish an on going game that will reinforce the student's recall of their name, address, city and state.

Behavioral Goals 5 and 6

The students will be able to:

- 5 Locate an urban, suburban and rural neighborhood on a metropolitan model
- 6 Tell at least one reason why his neighborhood is urban or suburban

Skills

1. Communicate orally and in writing
2. Acquire information through listening and observing
3. Organize information
4. Work cooperatively
5. Interpret pictures

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3) 1. Review with students the concept of an urban neighborhood by showing pictures and filmstrips of an urban neighborhood.

(1, 2, 3) 2. Borrow Megalopolis from the Instructional Materials Center. (This is a set of transparencies that illustrate the components of an urban, suburban and rural area). Have students list the factors that compose an urban, suburban and rural area.

(1, 2, 3, 4) 3. Use slide set prepared by Social Studies Revision Committee. (A set of slides that describe an urban, suburban and rural area) Have students discuss the similarities and differences of each area and compare the areas with their urban neighborhood.

Behavioral Goal 7

The students will be able to define environment and name at least two elements each in their school environment, their home environment, and their neighborhood environment.

Skills

1. Acquire information through listening and observing
2. Communicate orally and in writing
3. Organize and evaluate information

4. Work cooperatively

5. Interpret pictures and charts

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3) 1. Develop the concept of environment by having pupils name the things that are around them in the classroom.

(1, 2, 3, 4) 2. Allow pupils to role play a classroom situation where the students are noisy. Discuss with the pupils how the attitudes and behaviors of the students determine the environment or atmosphere of the classroom.

(1, 2, 3) 3. Have pupils evaluate their classroom environment and give reasons for their evaluation.

(1, 2, 3, 5) 4. Allow pupils to identify, describe and discuss different types of environments from study prints and pictures.

(1, 2, 3) 5. Take pupils to the playground or to a nearby play area. Have the pupils describe the environment.

(1, 2, 3, 5) 6. Have students draw pictures of the items in their home environment. Develop the concept of needs and wants by showing a variety of pictures and items found in their homes. e.g., Television, radio, beds, foods, etc.

(1, 2, 3, 5) 7. Have pupils name the types of environments (classroom, neighborhood, school etc...) and write them on a chart. Discuss the usefulness of each type of environment. Have students state a list of things they could do to improve their environment.

Behavioral Goals 8 and 11

The students will be able to:

- 8 Identify at least two living things and two non-living things in their neighborhood environment
- 11 Give at least two ways in which living things and non-living things are interdependent

Skills

1. Acquire information through listening and observing
2. Organize and classify information
3. Interpret pictures
4. Communicate orally
5. Evaluate information

Sample Activities

The teacher will:

(SKILLS) (1, 2, 4, 5) 1. Use plastic plant and a living plant to guide pupils in discussing how they are alike and different.

(1, 2, 3, 4, 5) 2. Prepare a chart for classifying living and non-living things. Use a display of pictures that illustrate animals, people, automobiles, factories, plants,etc. Have pupils classify the pictures under the appropriate headings.

(1, 2, 3, 4, 5) 3. Develop the concept of interdependence by showing two pictures or drawing a diagram of a person and a plant. Prepare a chalk-talk to demonstrate how people and plants are helpful to each other for the air they breathe.

(1, 2, 3, 4) 4. Use pictures of various vehicles to guide pupils in listing the ways in which these items help man.

(1, 2, 3, 4) 5. Show film The Production of Steel. (see Audio Visual Catalog) Have pupils discuss how non-living items such as coal, iron ore, and limestone produce various products.

Behavioral Goals 9 and 10

The students will be able to:

- 9 Draw or collect from a magazine pictures that show one type of pollution found in their neighborhood, e.g., water, air, solid waste and explain how it effects the environment of their neighborhood
- 10 Make at least one poster or slogan to encourage neighbors to help prevent pollution

Skills

1. Interpret pictures
2. Organize and classify information
3. Acquire information through listening and observing
4. Locate information
5. Work cooperatively
6. Communicate orally and in writing

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 6) 1. Prepare a collection of illustrations that will help to develop the concept of pollution and pollutants. e.g., Exhaust fumes from cars
Smoke from factories
Trash burning
Have students discuss how the pollution affects the environment.

(1, 2, 3, 4, 5, 6) 2. Plan and organize with the students a walking trip through their neighborhood. Allow students to photograph examples of pollution.

(1, 2, 3, 4, 5, 6) 3. Have students locate pictures and reference materials in the library that will assist them in recording how pollution affects both living and non-living things in the environment

(1, 2, 3, 4, 5, 6) 4. Provide students with a variety of media that will assist them in constructing posters, charts etc... that will encourage the prevention of pollution.

Level 3

The Human Behavior and Urban Studies Program

Level: Third

Rationale

This level of the Social Studies Program introduces the third grade students to the geographical, historical and sociological concepts that are related to their city of residence. The students become cognizant of the needs of people in diverse communities. As the skill development becomes more complex in preparation for the later intermediate level, the foundation will be established for the development of knowledgable students, who will be better equipped to institute effective change in their urban environment.

Skills: Part One - Shared Responsibility of The Social Studies

I. Locating information
   A. Utilize books
      1. Use index
      2. Use title page and copyright date
      3. Use glossary, appendix, map lists, illustration lists
      4. Distinguish between story books and factual books
      5. Choose a book appropriate for the purpose
   B. Find information in encyclopedias and other reference books
      1. Locate information in an encyclopedia by using key words, letters on volume, index, and cross references
      2. Use reference works, such as, World Almanac, atlasses, Who's Who, Stateman's Yearbook

C. Make efficient use of the dictionary

1. Use guide words
2. Use correct pronunciation of a word
3. Use syllabication
4. Choose the correct or appropriate meaning of the word for the context in which it is used

D. Read newspapers, magazines, and pamphlets with discrimination

1. Select important news items
2. Select from these sources material that is pertinent to class activities
3. Identify the sections of the newspaper

E. Know how to find material in a library: both school and public

1. Locate appropriate books
2. Use a book card
3. Use the card catalog and demonstrate that:
   a. A book is listed three ways---by subject, by author, and by title
   b. All cards are arrange alphabetically
   c. Cards have call numbers in upper left hand corner which indicate the location on the shelf
   d. Some author cards give more information than the title or subject card
   e. Information such as publisher, date of publication, number of pages and of illustrations, and usually some annotations are provided

II. Organizing information

A. Make an outline of topics to be investigated and seek material about each major point, using more than one source.

B. Select the main idea and supporting facts

C. Write a summary of main points encountered in material

D. Make a simple table of contents

III. Evaluating information

A. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction

B. Consider which source of information is more acceptable and why

IV. Acquiring information through reading

A. Make use of headings, topic sentences and summary sentences to select main ideas and differentiate between main and subordinate ideas

B. Select the statements that are pertinent to the topic being st ied

V. Acquiring information through listening and observing

A. Identify a sequence of ideas and select those that are most important

B. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information

C. Adjust to a speaker's voice and delivery and to the physical conditions of the situation

VI. Communicating orally and in writing

A. Speak with accuracy and poise

B. Prepare and use notes in presenting an oral report, giving credit when material is quoted

C. Write with clarity and exactness

D. Write independently, avoding copying from references

E. Include a bibliography to show source of information

VII. Interpreting pictures, charts, graphs, tables

A. Distinguish between types of pictorial material, recognize the advantage of each and recognize the need for objectivity in interpretation

B. Study graphs and tables

1. State the significance of the title
2. State the basis for which the graph or table is built and the units of measure involved
3. Interpret the relationships shown
4. Draw inferences based on the data
5. Construct simple graphs, charts, tables, and other pictorial materials (including cartoons).

Skills: Part Two: Major Responsibility of The Social Studies

I. Reading social studies materials

- Demonstrate use of abbreviations commonly used in social studies materials

II. Applying problem solving and critical thinking skills to social issues

- Use problem solving techniques in meeting personal and societal problems

III. Interpreting maps and globes

A. Orient the map and note directions

1. Use cardinal directions in classroom and neighborhood

2. Use intermediate directions, as southeast, northwest
3. Use cardinal directions and intermediate directions in working with maps
4. Demonstrate that north is toward the North Pole and south toward the South Pole on any map projection
5. Demonstrate the use of the compass for direction
6. Use the north arrow on the map
7. Orient desk outline, textbook, and atlas maps correctly to the north
8. Use parallels and meridians in determining direction
9. Use different maps which are properly oriented as to direction

B. Locate places on maps and globes

1. Identify the home city and state on a map of the United States and on a globe
2. Identify land and water masses on a globe and on a variety of maps - physical, political, chalkboard, weather maps etc...
3. Identify, on a globe and on a map of the world, the equator, tropics, circles, continents, oceans, large islands
4. Use a highway map for locating places by number and key system: plan a trip using distance, direction, and locations
5. Relate low latitudes to the equator and high latitudes to the polar areas
6. Interpret abbreviations commonly found on maps
7. Use map vocabulary and key accurately
8. Identify the time zones of the United States and relate them to longitude

9. Consult two or more maps to gather information about the same area
10. Identify the location of major cities of the world with respect to their physical setting
11. Trace routes of travel by different means of transportation
12. Construct a visual image of major countries, land forms, and other map patterns studied
13. Read various types of maps which show elevation
14. Demonstrate ability to make simple sketch maps to show location

C. Use scale and compute distances
1. Compare actual length of a block or a mile with the size shown on a large scale map
2. Show distance on a map by using a scale of miles
3. Compare maps of different sizes of the same area
4. Compare maps of different areas to note that a smaller scale must be used to map larger areas
5. Compute distance between two points on maps of different scale
6. Check the scale on all maps used

D. Interpret map symbols and visualize what they represent
1. Use legends on different kinds of maps
2. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents
3. Interpret dots, lines, colors, and other symbols used in addition to pictorial symbols

E. Compare maps and draw inferences

1. Read into a map the relationships suggested by the data shown, as the factors in the location of cities
2. Compare two maps of the same area, combine the data shown on them, and draw conclusions based on the data
3. Identify the different kinds of maps and their uses; select the best map for the purpose at hand
4. Infer man's activities or way of living from physical detail, and from latitude

IV. Using time and chronology

A. Show the relation between the rotation of the earth and day and night

B. State the system of time zones as related to the rotation of the earth

C. Show the relation between the earth's revolution around the sun and a calendar year

D. Accumulate some specific date events as points of orientation in time

E. Use such definite time concepts as second, minute, yesterday, decade, century

F. Translate dates into centuries

G. Separate an event from the present

H. Figure the length of time between two given dates

I. Identify sequence and chronology in personal experiences as the school day, weekly schedule etc.

J. Make simple time lines

K. Use a few "cluster" dates to establish time relationships among historic events

L. Relate the past to the present in the study of change and continuity in human affairs

N.B. The skills listed should be introduced through planned readiness experiences.

The Human Behavior Program

Focus: Communities - Interdependence and Change

Level: Third

Behavioral goals 1 and 2

The students will be able to:

1 - Construct a mural depicting how the people in the community work together

2 - Name three buildings that are located in their community

Skills

1. Locate information
2. Acquire information through listening and observing
3. Organize information
4. Work with others
5. Planning a field trip
6. Oral and written communication

Sample Activities

The teacher will be able to:

(SKILLS) (2, 3, 6) 1. Review the concept of neighborhood with the students. Have students demonstrate that neighborhoods form a larger community.

(1, 2, 3, 6) 2. Use library and allow pupils to locate references (pictures and filmstrips) that provide examples of different kinds of communities.

(2, 3, 6)	3. Provide students with the opportunity to list similarities and differences of communities noted.
(2, 3, 6)	4. Have pupils share personal experiences from visiting other communities.
(2, 4, 6)	5. Plan with students for a visit to another community.
(1, 2, 3, 6)	6. Have students take notes on the types of buildings found in the community.
(1, 2, 3, 4, 6)	7. Allow students to organize and construct a diorama depicting various types of communities.

Behavioral Goals 3 and 4

The students will be able to:

3 - Identify, collect or draw pictures of products from farm communities

4 - State two ways in which cities are dependent upon farm communities

Skills

1. Locate information in books
2. Acquire information through listening and observing
3. Organize and classify information
4. Interpret pictures
5. Communicate orally and in writing
6. Work with others

Sample Activities

The teacher will be able to:

(SKILLS)	(3, 4, 5, 6)	1. Prepare a display of a farm (Display may be borrowed from Instructional Materials Center Canvas students for items they may be able to bring from home.
	(1, 2, 3, 4, 5)	2. Have pupils identify products we receive from farm communities and classify or categorize products under headings Vegetables, Meat Products, Dairy Products etc...
	(2, 3, 5, 6)	3. Assist pupils in planning the construction of a paper mache model of the products found in farm communities.
	(1, 2, 4, 5)	4. Encourage the students to share their experiences from visiting farm communities. (Many pupils visit their relatives farms during summer vacation).
	(2, 3, 5)	5. Have students record or write language experience stories that are accompanied by illustrations.
	(2, 3, 5)	6. Discuss with students the importance of farm communities.
	(1, 2, 3, 5, 6)	7. Have students dramatize a farmers role.

(2, 3, 5) 8. Have students state at least three reasons for communities depending on farm products.

(1, 2, 3, 5) 9. Guide students in locating reference materials such as filmstrips, books, study prints etc... of other farms in ethnic communities. The students should be able to compare the similarities and differences of other farm communities.

Behavioral Goal 5

The pupils will be able to list three services a community must provide to meet the needs of its residents.

Exmaple: Jobs

Housing

Skills

1. Interpret pictures
2. Acquire information through listening and observing
3. Organize and evaluate
4. Communicate orally and in writing
5. Planning an interview
6. Locating information

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 4) 1. Use study prints, films etc... to review with students the concept of services provided by communities.

(1, 2, 3, 4) 2. Have students discuss and list the services available in their community.

(2, 3, 4, 5) 3. Allow students to interview several of their neighbors to determine the efficiency of services available and list ways in which these services should be improved.

(2, 3, 4) 4. Have pupils prepare a listing of services that they feel would help to make their community a better place.

(2, 3, 4, 6) 5. Have pupils use telephone directories to list the names and addresses of agencies that provide services to the community.

(1, 2, 3, 4, 5) 6. Invite a speaker from a service agency to discuss with students the benefits of their services to their community.

Behavioral Goal 6

The students will be able to locate his community on a map of Baltimore City

Skills

1. Orient map and note directions
2. Communicate orally
3. Acquire information through listening and observing
4. Locate places on map

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 3, 4) 1. Review with pupils the cardinal directions and location of Baltimore on maps of Maryland and the United States

(1, 2, 3, 4) 2. Prepare a large wall map of Baltimore. Have students outline the location of the school and its surrounding community.

(1, 2, 3, 4) 3. Have students write their name, address and city on an index card. Students will place index card on the large wall map of Baltimore in the location of their community.

Behavioral Goal 7

The students will be able to give two reasons why communities depend upon one another

Skills

1. Communicate orally and in writing
2. Acquire information through listening and observing
3. Organize and gather information
4. Planning a field trip
5. Interpret pictures
6. Use sequence and chronology

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 3, 5) 1. Allow pupils to view pictures of Baltimore Harbor, factories such as Bethlehem Steel, General Motors, McCormick etc...and assist in developing the concept that specific factors help communities grow.

(1, 2, 3, 5) 2. Have pupils list other communities they have visited such as Towson, Cherry Hill, Sparrows Point etc...Students should be able to recall factor that they feel contributed to the communities growth such as ship building, government etc...

(1, 2, 4) 3. Allow pupils to plan a field trip to a community near the school and have pupils note the items they feel would be of use to another community. e.g., Little Italy
Fells Point

(1, 2, 3, 4, 5) 4. Tour art museum with students to observe the contributions of different ethnic or racial groups to the culture of the students communities.

(1, 2, 3, 6) 5. Allow students to investigate the important inventions which have contributed to the betterment of life today.

(1, 2, 3, 5, 6) 6. Have students make a pictorial time line illustrating these inventions.

(1, 2, 3, 4) 7. Plan with students a field trip to a community, municipal and/or state agency Have pupils investigate various communities efforts to help themselves and others.

Suggestions: Model Cities Agency
Mayor's Station
Enoch Pratt Free Library

(1, 2, 3, 4) 8. Help pupils to invite and interview community group representatives to share their improvement efforts.

Behavioral Goal 8

The students will be able to define what a ghetto is

Skills

1. Organize and classify information
2. Acquire information through listening and observing
3. Communicate orally and in writing
4. Interpret pictures, poems and stories

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 3) 1. Allow pupils to state what they think a ghetto is; recall examples of how and where they've heard the term used.

(1, 2, 3, 4) 2. Allow pupils to view film "T. J.", a story about a child who lives in a ghetto; have pupils discuss and compare T.J.'s lifestyle with their own lifestyle.

(1, 2, 3, 4) 3. Use pictures, study prints and slides of various ghetto scenes to guide students in their listing the advantages and disadvantages of living in a ghetto.

(1, 2, 3, 4) 4. Prepare recordings or charts of poems related to life in a ghetto. Guide students in writing short story or poem in reference to their opinions of life in the ghetto.

e.g., Danny Hathaway's recording "In the Ghetto"
Stevie Wonder's recording "Living for the City

Behavioral Goal 9 and 10

9 - The students will be able to list three methods by which messages are sent from one community to another

10 - The students will be able to collect or draw pictures which illustrate various means of traveling from one community to another community

Skills

1. Interpret pictures
2. Acquire information through listening and observing
3. Organize and classify information
4. Locate information in books and other reference materials
5. Communicating orally and in writing

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 3, 5) 1. Provide film that demonstrates the earlier forms of communication and transportation. Having viewed film, the students should be able to list and chart the various forms of transportation and communication.

(2, 3, 5) 2. Allow pupils to plan and organize a field trip to a newspaper publisher, the B & O Museum, Baltimore International Airport etc...

(1, 2, 3, 4, 5) 3. Guide pupils in collecting and organizing materials that depict various means of communications and transportation.

(1, 2, 3, 4, 5) 4. Gather and organize materials that will assist pupils in constructing models of communication and transportation.

(1, 2, 3, 4, 5) 5. Plan visit with students to the media center or library to gather data that depicts advanced forms of transportation and communication.

Behavioral Goal 11

The students will be able to give two reasons why communities change

Skills

1. Plan a field trip
2. Acquire information through listening and observing
3. Organize and classify information

4. Inquiry approach for solving problems

5. Work cooperatively

6. Oral and written communication

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 3, 5, 6) 1. Guide students in planning organizing a walking tour or bus tour, which will allow students to observe and make notes on the rehabilitation, new developments, and blighted areas of several communities.

e.g., Cross Keys - a planned village
Columbia - a planned city
Oldtown - a remodeled mall

(2, 3, 5, 6) 2. Allow pupils to compare and contrast the items noted with their present community.

(2, 3, 4, 5, 6) 3. Use a conflict situation that will prompt students to identify the pros and cons of a change in a community.

e.g., The Volkswagon Company plans to build a factory near the Oldtown Mall

(2, 3, 4, 6) 4. Have pupils dramatize examples of the factors that cause communities to change.

e.g., New businesses
Renovations - rehabilitation
People moving constantly
Changes in racial make-up etc...

(2, 3, 4, 5) 5. Provide the students with opportunities to design the kind of community in which they would like to live. Be certain that the students are able to give supportive reasons for their design.

The Urban Studies Program

Focus: Our City - A Center of Expansion and Change

Level: Third

Behavioral Goal 1

The students will be able to name at least two characteristics of all cities

Skills

1. Plan a field trip
2. Acquire information from reference materials
3. Acquiring information through listening and observing
4. Organize and classify information
5. Communicate orally and in writing

Sample Activities

The teacher will be able to:

(SKILLS) (2, 3, 4, 5) 1. Have students collect and organize a variety of media to portray their idea of a city.

(2, 3, 4, 5) 2. Guide pupils in writing language experience stories of their visits to other cities.

(1, 2, 3, 4, 5) 3. Plan a tour with the students. Have pupils make up a city.

(3, 4, 5) 4. Allow the students to view the filmstrip Cities and People. The students should be able to identify:

- different groups of people
- various appearances of cities
- activities and services the cities provide

(2, 3, 4, 5) 5. Let pupils compare and contrast the cities in the filmstrip with their city.

(2, 3, 4, 5) 6. Prepare selection of materials from media center that will encourage pupils to write a short story about a city they would like to live in and why.

Behavioral Goal 2

The students will be able to write a paragraph with at least three sentences on the importance of people in the cities.

Skills

1. Communicate orally and in writing
2. Acquire information through reading
3. Organize information
4. Inquiry
5. Acquiring information through listening and observing
6. Planning interviews

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 3, 4, 5) 1. Introduce conflict situation that emphasizes the importance of cities.

e.g., Thousands of city dwellers have left Baltimore to move into the county.

(1, 2, 3, 5) 2. Have pupils collect reference materials that state reasons for many people living in the city.

(2, 3, 5) 3. Allow pupils to dramatize examples that state or demonstrate the importance of cities.

(1, 2, 3, 5) 4. Have students interview and/or canvas relatives and neighbors in order to record their reactions to living in the city.

Behavioral Goal 3

The students will be able to recite the name of their city, state, country and continent and identify each on a map and globe.

Skills

Review skills listed in behavioral objective 12, the Human Behavior Program, level kindergarten

Sample Activities

1. See the activities listed in behavioral objective 12, the Human Behavior Program, level kindergarten
2. The teacher will be able to:
   a. Introduce the concept of the seven continents to the students
   b. Use transparency maps and outline maps that will enable students to review the location and labeling of the seven continents on their individual world maps
   c. Use the atlas and allow pupils to locate given countries etc...

Behavioral Goal 4

The students will be able to distinguish between the natural environment of the city and a man made environment by identifying and describing each.

Skills

1. Interpret pictures
2. Acquire information through listening and observing
3. Acquiring information through reading
4. Organize and classify information
5. Communicate orally and in writing
6. Interpreting maps

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 3, 4, 5) 1. Introduce the concept of environment by having pupils list items that are found through out their classroom.

(1, 2, 3, 4, 5) 2. Guide pupils in discussing why their classroom environment is considered to be man made. Allow pupils to touch the man made objects.

(2, 4, 5) 3. Have students recall and write a brief description of their school environment and their home environment.

(1, 2, 4, 5) 4. Display scenes of nature. e.g., a forest or mountain scene. Allow students to enumerate the factors that distinguish this environment from their school or home environment.

(1, 2, 3, 4, 5, 6) 5. Use media center for students to gather and organize maps that depict various types of natural environments.

(1, 2, 4, 5, 6) 6. Use study prints, maps, slides and transparencies that will enable students to identify major land forms such as hills, plains, mountains etc...; students should also be able to identify the major water forms such as oceans, rivers etc...

(2, 3, 4, 5) 7. Have pupils discuss and list the different ways in which man is helping and harming his environment.

Behavioral Goal 5

The students will be able to describe the inner, middle, and outer sections of Baltimore

Skills

1. Interpret pictures, graphs, charts and maps
2. Acquire information through listening, observing and reading
3. Orient maps and note cardinal directions
4. Locate places on a map
5. Organize and classify information
6. Work cooperatively

Sample Activities

The teacher will be able to

(SKILLS) (1, 2, 5) 1. Use slides, pictures from newspapers, maps and diagrams to help students compare sections of the city, concentrations of populations, differences and similarities, etc...

(2, 3, 5) 2. Have students preview and read references that will enable them to identify parts of the city such as downtown, the inner city, the suburbs etc...

(1, 2, 3, 4, 5) 3. Use maps and diagrams that will guide the students in identifying the importance of boundaries.

(1, 2, 5) 4. Use slide set from the Commission for the Revision of Social Studies. Show examples of the different types of housing found in the Baltimore Metropolitan Area.

(1, 2, 5) 5. Allow the students to choose the section of the city that they would prefer to live in and give supportive reasons for selecting that area of the city.

(1, 2, 3, 4, 5) 6. Have students list reasons why housing is different in various parts of the city.

(1, 2, 3, 4, 5, 6) 7. Have the class make a pictogram showing how people from various parts of the city depend on one another.

Behavioral Goal 6

The students will be able to define the term immigrant and state at least two reasons why immigrants came to our city.

Skills

1. Make inferences
2. Draw conclusions
3. Evaluate information
4. Organize information
5. Acquire information through reading, listening, and observing
6. Communicate orally and in writing
7. Interpret pictorial materials
8. Locate information
9. Interpreting maps

Sample Activities

The teacher will be able to:

(SKILLS) (4, 5, 6, 8) 1. Prepare a display of references that will enable the students to collect and list sources that contain definitions of immigrants.

(4, 5, 6, 7, 8) 2. Have pupils bring in reference materials that identify people from various racial and ethnic groups.

(2, 3, 4, 5, 6, 7, 8) 3. Prepare a collection of resource materials that will enable the students to enumerate various reasons for immigrants coming to the United States.

(4, 5, 6) 4. Invite a speaker or send for materials from the Immigration Bureau. Have pupils write letters for information on immigration or send invitiation to a guest speaker.

(4, 5, 6, 8, 9) 5. Have students identify and label on their individual maps the areas where immigrants lived before coming to the United States.

Behavioral Goal 7

The students will be able to describe at least one invention in machinery that helped to improve the lives of Baltimoreans

Skills

1. Locate information
2. Oral and written communication
3. Organize information
4. Work cooperatively
5. Acquiring information through listening and observing

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 3, 5) 1. Have student use reference materials to define invention and inventor.

(1, 2, 3, 5) 2. Allow pupils to select an invention that they can research and give an oral report on the inventor.

(2, 3, 4, 5) 3. Provide pupils with various artistic media that will enable them to depict an invention.

(1, 2, 3, 4, 5) 4. Plan and organize with pupils a brief dramatization of what life would be like without inventions such as the telephone, the machines etc.

(1, 2, 3, 4, 5) 5. Let students write experience stories that describe what future inventions would be similar to in the year 2000. e.g., Underwater Cities, Space stations, Moving streets etc...

(1, 2, 3, 5) 6. Prepare library materials that will assist students in researching important inventions of Baltimoreans.

Behavioral Goal 8

The students will be able to discuss reasons for population changes in Baltimore

Skills

1. Interpret charts and maps
2. Acquire information through reading, listening and observing
3. Organize and classify information
4. Plan a field trip and interview
5. Oral and written communication
6. Planning an interview

Sample Activities

The teacher will be able to

(SKILLS) (1, 2, 3, 5) 1. Allow students to read and interpret books, charts and maps to locate the areas of their city where Black and other racial groups are concentrated.

(1, 2, 3, 5) 2. Have students discuss and infer reasons why their is a heavy concentration of Blacks and other (minority) groups in the center of the city.

(2, 3, 5) 3. Review with the students, the environment of the central, middle, and outer sections of the city.

(2, 3, 5, 6) 4. Have pupils interview residents who have lived in their neighborhoods for a long period of time to find out if and how the neighborhood has changed.

(2, 3, 4, 5) 5. Plan a walking tour of the students' neighborhood to enable students to make notes on the changes they've observed take place in the environment.

Behavioral Goal 9

The pupils will be able to list and compare at least three similarities and three differences in the problems of the early immigrants and the problems of today's newcomers

Skills

1. Acquire information through reading, listening and observing
2. Interpret pictures and cartoons

3. Plan interview

4. Organize and classify information

5. Communicate orally and in writing

6. Locate information

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 4, 5, 6) 1. Prepare students to observe filmstrips, study prints, and books in order to list the early immigrants' major problems.

(1, 3, 4, 5, 6) 2. Have students interview new arrivals in their neighborhoods in order to ascertain what kind of difficulties they encountered and why.

(1, 2, 4, 5, 6) 3. Let students view newspapers to note articles about the recent problems of new comers.

(1, 4, 5, 6) 4. Allow the students to compare and contrast the problems of early immigrants with those of newcomers today.

(1, 2, 4, 5) 5. Have students make cartoons that illustrate the problems of newcomers and immigrants.

Behavioral Goal 10

The students will be able to make a class scrapbook of pictures, drawings and articles showing the customs and ideas of different groups now living in Baltimore

Skills

1. Communicate orally and in writing
2. Work cooperatively
3. Locate information
4. Acquire information through reading
5. Organize and classify information

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 3, 4, 5) 1. Introduce a long term project for the class members as they attain behavioral goals two, six, eight and nine.

(1, 2, 3, 4, 5) 2. Have the students cooperatively plan and organize a scrapbook or filmstrip that illustrates the customs and ideas of various ethnic groups now living in Baltimore.

(1, 3, 4, 5) 3. Be certain that the students record or write annotations for each scrapbook entry.

(1, 3, 4, 5) 4. Have the students canvas their relatives and neighbors for materials to add to their scrapbook.

Behavioral Goal 11

The students will be able to identify from pictures blighted conditions and state orally at least two reasons why slums develop.

Skills

1. Communicate orally
2. Acquire information through listening and observing
3. Interpret pictures
4. Classify and organize information
5. Interpreting maps

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 3, 4) 1. Use slides, pictures or study prints to provide students with examples of the various types of housing in Baltimore.

(1, 2, 4, 5) 2. Have students locate on a map the various areas of the city where the types of housing are likely to be found

(1, 2, 3, 4) 3. Develop with students the concept of blight by using prepared illustrative materials.

(1, 2, 3, 4) 4. Use the slide set from the Committee on the Revision of the Social Studies. Have the students select the slides that depict blighted conditions.

(1, 2, 3, 4) 5. Provide the students with opportunities to record their opinions of the reasons for the areas of blight.

(1, 2, 3, 4) 6. Have students enumerate ways in which city residents can prevent blight.

Behavioral Goals 12, 13 and 14

The students will be able to:

12 - List at least three ways in which rules and laws help people in the city

13 - Describe at least one program sponsored by an agency in his neighborhood

14 - Use the telephone directory in order to locate the names of at least two agencies that provide services for newcomers

Skills

1. Inquiry
2. Acquire information through listening and observing and reading
3. Organize and classify information
4. Communicate orally and in writing
5. Evaluate information
6. Plan an interview and field trip
7. Locate information

Sampol Activities

The teacher will be able to:

(SKILLS) (1, 2, 3, 4, 5) 1. Have students role play a situation in which everyone is complaining about an unsafe traffic condition or an unsanitary condition.

(1, 2, 3, 4, 5) 2. Have students divide into two groups. Allow one group to choose a leader and leave the other without a leader. Discuss with the students which group solved the problem most effectively and why.

(2, 3, 4, 5, 7) 3. Provide pupils with the opportunity to debate the necessity of rules and government. Have debate taped.

(2, 3, 4, 5, 7) 4. Have pupils view filmstrip such as "The City and Government" and list the leaders and functions of city government.

(2, 3, 4, 7) 5. Let student research the names of our present city leaders. e.g., Mayor, City Council President, Comptroller etc...

(2, 3, 4, 7) 6. Have pupils use library to locate information on how government leaders are chosen.

(2, 3, 4) 7. Have students recall the activities of the groups or clubs to which they belong. The students should be able to discuss:

a. What made the members choose leader?

b. How were the leaders selected?

c. How were the leaders voted upon?

e.g., secret ballot

d. How did the leaders behave with the members

e. What interest did the leaders show in solving the problems affecting the group?

(2, 3, 4, 6, 7) 8. Allow the students to tour the city to identify some of the services provided

e.g., Hospitals

Recreation

Libraries

(1, 2, 3, 4, 5, 7) 9. Prepare conflict situations that involve examples of the extended and communal family. Have the students list the needs of each age group.

(2, 3, 4, 5, 7) 10. Have the pupils use the telephone directory to locate agencies in their communities that would be of assistance in solving specific given problems.

(2, 3, 4, 5, 7) 11. Have pupils write letters to invite representatives of a local agency to prepare a slide presentation of their services.

Behavioral Goal 15

The student will be able to make up at least one simple slogan to accompany a poster to help discourage vandalism in the schools and neighborhood.

Skills

1. Communicate orally
2. Acquire information through listening and observing
3. Organize and classify information
4. Recall
5. Plan a school event

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 3, 4) 1. Review with the students the concept of blight and slum conditions.

(1, 2, 3) 2. Have students discuss the need to keep neighborhoods a healthy, safe place to live.

(1, 2, 3, 5) 3. Allow the students to plan and organize a campaign accompanied by slogans and posters to encourage the school population to prevent vandalism.

(1, 2, 3) 4. Have students discuss the slides from the Committee on Revision of the Social Studies and list the examples of vandalism.

Behavioral Goals 16 and 17

16 - The students will be able to write or tell of at least one change in land use in population, or in services in their neighborhood.

17 - The students will be able to develop cooperatively a plan for land use in a future neighborhood.

Skills

1. Acquire information through reading, listening and observing
2. Organize and classify information
3. Communicate orally and in writing
4. Interpret pictures
5. Plan a field trip
6. Locate information
7. Inquiry

Sample Activities

The teacher will be able to:

(SKILLS)	(1, 2, 3, 4)	1. Have students read books and view films to discuss differences and/or similarities of the various neighborhoods.
	(1, 2, 3, 5)	2. Plan a walking tour with the students. Allow the students to photograph scenes of change. The students should be able to identify parts of the neighborhood that are made by man and parts that are parts of the natural environment.
	(1, 2, 3, 6)	3. Have students construct a chart that illustrate man's use of natural resources. These earlier uses should be compared with today's use of the natural resources.
	(1, 2, 3, 6)	4. Provide reference materials that give information on the Alaskan Pipeline. Guide the pupils in discussing the effective cooperation and utilization of man made resources and natural resources.
	(1, 2, 3, 6, 7)	5. Allow pupils to assume the roles of the Environmental Protection Agency and the Arco Oil Corporation as they plan to build the Alaskan Pipeline.
	(1, 2, 3, 6)	6. Have the students construct their idea of a model neighborhood and give supportive reasons for their models.

Behavioral Goal 18

The students will be able to role play with other members of the class situations depicting interaction among people.

Skills

1. Plan a school event
2. Acquire information through listening and observing
3. Organize and classify information
4. Communicate orally
5. Work cooperatively

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 3, 4, 5) 1. Plan and organize with the students a United Nations Day.

(1, 2, 3, 4, 5) 2. Assign various groups the tasks of:

a. Learning songs and dances from various countries

b. Constructing murals and collages that illustrate various ethnic groups engaging in festivities

c. Inviting people from different ethnic groups to prepare samples of foods

d. Recording various greetings in other languages

Level 4

The Human Behavior and Urban Studies Program

Level: Fourth

Rationale

The essence of the fourth level social studies curriculum stresses the interaction of societies, inter-group relations, conflicts, and persistent pressures. Students will develop an understanding of how people conform to their environments and appreciate the interdependence of various cultures. The study of how humanity produces and distributes goods and services in satisfying wants and needs will assist students in analyzing the money cycle and the market system. Skill development at this level emphasizes the effective utilization of references and resources. Critical thinking skills are reinforced in preparation for the higher level skills at the next grade level.

Skills

N.B. Please use the skills listed in Part One and Part Two of the third level

The Human Behavior Program

Focus: Societies - Interaction, Contributions, Pressures

Level: Fourth

Behavioral Goal 1

The students will be able to relate in two sentences how the topography and climatic conditions of a region influence its economic development

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Communicate orally and in writing
6. Work with others
7. Interpret maps
8. Interpret pictures
9. Plan a field trip
10. Inquiry
11. Acquire information through reading

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 10) 1. Prepare a collection of reference materials that will help students to define climate and topography.

(1, 2, 3, 7, 10) 2. Have students use library to gather data on the various types of climate and locate on maps the areas that have specific climates.

(4, 5, 8) 3. Use study prints, post cards and drawings to help students develop the concept of topography.

(1, 2, 3, 7, 8) 4. Assign students the tasks of bringing materials from a public library that will help them to compare the climate and topography of Maryland.

(1, 2, 3, 7, 8	5. Have students compare the climate and topography of West Africa and the Northeast United States. (Collect filmstrips that illustrate several West African countries e.g., Ghana, Liberia etc... and several northeastern states such as Connecticut, Massachusetts etc...)
(5, 7)	6. Prepare a product map of the United States and have students identify the major products grown and list reasons why specific products are grown.
(1, 2, 3, 11)	7. Have students research various geographical references to show how the products grown by water bodies influenced West African and American Indian societies.
(4, 5, 10)	8. Discuss with students how the Chesapeake Bay has influenced the economic development of Maryland.
(4, 5, 9)	9. Plan and organize with the students a tour of the Inner Harbor.
(5, 8)	10. Have students draw illustrations of the factors that aid the growth of Baltimore.
(4, 5, 5, 11)	11. Create a conflict situation that will demonstrate the need for survival. e.g., Use the "Gilligan Island" framework.

(4, 5, 6) 12. Have pupils prepare a tape recording of the effect of the topography and climate from the conflict created in activity.

Behavioral Goal 2

The students will be able to list two reasons why Ghana was a prosperous country.

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Communicate orally and in writing
7. Interpret pictures and charts
8. Interpret maps
9. Read social studies materials

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 5, 8) 1. Have students locate on a map of Africa, Ghana and fill in the resources that aid its' economic growth. e.g., gold and salt. (Use filmstrip or movie from AV catalog)

(1, 2, 5, 6, 9) 2. Discuss with students the importance of the location of Ghana and its natural resources.

(1, 2, 4, 5, 9) 3. Discuss with students the impact of steel on the economic development of Baltimore. (Use pictures of the Bethlehem Steel Corporation)

(1, 2, 4, 5, 9) 4. Have students read to locate data on the impact of iron on Ghana's economic development (e.g., weapons and agricultural tolls).

(1, 4, 6, 7) 5. Use filmstrip to review with students the concept of taxation. Use diagram of a receipt for a purchased item. Guide pupils in discovery of the addition of taxes.

(1, 5, 9) 6. Have students read to discover the influence of the trade tax on Ghana's prosperity.

Behavioral Goal 3

The students will be able to list two effects of the Land Removal Act upon the lives of the Cherokee and Choctaw Indians.

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Communicate orally and in writing

7. Work with others

8. Read social studies material

9. Inquiry

Sample Activities

The teacher will:

(SKILLS) (5, 6, 9) 1. Have students role play a conflict situation. e.g., A family is forced out of their home because of failure to pay property taxes.

(1, 4, 5, 6, 8) 2. Assign students the task of using reference materials from the library to locate data on the Land Removal Act of 1830.

(1, 4, 5, 6, 8) 3. Have students compare the Choctaw and Cherokee reactions to the Land Removal Act of 1830.

(1, 2, 3, 4, 6, 8) 4. Allow students to investigate the legal rights of Indians in the Land Removal Act of 1830.

(1, 2, 3, 4, 5, 6, 7, 8) 5. Have students investigate magazine article (teacher should rewrite data for student's comprehension level) to determine how the Cherokee Indians reacted to the Land Removal Act.

(1, 2, 3, 4, 8) 6. Assign several students the task of taking notes from the Compton's Encyclopedia for information.

(6, 7) 7. Have the students dramatize the reactions of the Cherokee Inidans.

(1, 2, 3, 4, 6, 8, 9) 8. Allow students the opportunities to role play a conflict situation. e.g., The Eskimos are removed from their homeland in Alaska because of the Alaskan Pipeline.

Behavioral Goal 4

The pupils will be able to state two ways the Iroquois were important to the French and Indian settlers in America

Skills

1. Locating information
2. Organize information
3. Acquire information through reading
4. Acquire information through listening and observing
5. Communicate orally and in writing
6. Interpret pictures
7. Read social studies materials
8. Interpret maps

Sample Activities

The teacher will:

(SKILLS) (2, 3, 4,, 5, 7) 1. Have students read to consider the statement "Medicine Owes Much to the American Indians".

(1, 2, 3, 4, 5, 6, 7) 2. Allow students to utilize the media center to research, how the Indians helped Europeans survive in America.

(2, 4, 5, 6, 8) 3. Show film (SD 1207.1) Indian Influences in the U.S. Have students to identify the part played by American Indian Societies in the development of transportation and language in present day America.

(2, 3, 4, 5, 6, 7, 8) 4. Have students select and view filmstrips from the media center to enumerate ways in which the American Indian helped others explore and settle North America. (Be certain to include map activities)

Behavioral Goal 5

The students will be able to list two ways in which interdependence among nations has influenced the people of the world.

Skills

1. Locate information
2. Organize information
3. Acquire information through reading
4. Acquire information through listening and observing
5. Communicate orally and in writing
6. Interpret pictures
7. Work with others
8. Read social studies materials
9. Interpret maps

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 4, 5, 6)

1. Have each pupil gather pictures or drawings, bring in examples or construct examples of products that come from another country. e.g., Coffee, Tea and some tropical fruits.

(1, 2, 3, 4, 5, 6, 7, 8)

2. Have students construct a world map that will allow them to label and place articles produced in other countries on a product map. Also have students show trade routes on the map.

(2, 4, 5, 6, 8)

3. Show film (SD 1406.1) Food Around the World. Discuss and develop the concept of interdependence of man by exhibiting other examples.

(1, 2, 3, 4, 5, 6, 7)

4. Have students organize and construct a collage entitled "The Interdependence of Man."

Behavioral Goal 6

The pupil will be able to draw and/or collect pictues of prodcuts that are made from corn and peanuts

Skills

1. Locate information
2. Organize information
3. Acquire information through reading
4. Acquire information through listening and observing
5. Communicate orally and in writing

6. Interpret pictures
7. Work with others
8. Read social studies materials
9. Use time and chronology
10. Inquiry

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 4, 5, 8, 10) 1. Have students write poems, short stories; make drawings and constructions of what life would be like without corn and peanuts.

(1, 2, 3, 4, 5, 6, 8) 2. Allow students to review materials from the media center in their schools that will enable them to give a chalk talk on the many uses of corn and peanuts. Students should be able to list examples of jobs that are related to corn and peanuts.

(1, 2, 3, 4, 5, 6, 7, 8, 9) 3. Have students collect and bring in pictures and examples of corn and peanut products.

(1, 2, 3, 5, 7, 8) 4. Allow students to plan and construct a display center of corn and peanut products. (Be certain to include map activities that demonstrate the main corn and peanut producing areas)

(1, 2, 3, 5, 6, 7, 8, 9) 5. Assign several students the task of using media to research the history of corn and peanut production. Students should be able to give a chalk on their research.

Behavioral Goals 7, 8 and 9

The students will be able to:

7 - State two examples of pressures within a society

8 - Give one reason why changes within a society are sometimes referred to as pressures

9 - Write two reasons why it would be necessary for one present day society to change

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Communicate orally and in writing
7. Interpret pictures
8. Work with others
9. Read social studies materials
10. Inquiry
11. Plan an interview

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 4, 5, 6, 7, 8, 9)

1. Rewrite a few brief paragraphs on the Iroquois and Ghanaian religions. Have students read paragraphs to be able to identify the similarities and differences of the two religions.

(1, 2, 3, 4, 5, 6, 7, 8)	2.	Research and display materials that will help students develop the concept of Peyotism.
(1, 2, 3, 4, 5, 6, 7, 8, 9. 10)	3.	Have students react to conflict situation. e.g. What would you do if the Indians expected you to accept Peyotism as they were expected to embrace Christianity.
(1, 2, 3, 4, 5, 6, 7, 8, 9)	4.	Collect reference materials from the media center that would enable students to identify specific tasks that children in other countries must assume in order to signify their advancing from one age group to another in West African and American Indian societies. (Results should comprise role playing)
(2, 3, 5, 6, 8)	5.	Have students compare the passing from age group to another to a similar event in American society such as confirmation by giving a short presentation.
(1, 2, 3, 4, 5, 6, 7, 8, 9, 11)	6.	Have students write or visit the Indian Center on South Broadway to gather materials from interviews and references to determine the division of labor and the pressures the Indians placed on its members.
(1, 2, 3, 4, 5, 6, 8, 9)	7.	Have media technicians to plan and organize references and resources that will guide students in listing ways in which pressures in West African and American Indian societies affected the resolution of conflicts.

(1, 2, 3, 4, 5, 6, 7, 8, 9, 11)

8. Have students read several articles (brief paragraphs rewritten by teacher) to list ways that changes in American society can be construed as pressures. e.g.,
   a. Mothers working
   b. Compact cars due to energy shortages
   c. Closing of beaches due to pollution
   d. Curfew bills to deter crime

   Have students interview neighbors to solicit their reactions or views to the aforementioned pressures.

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)

9. Have students brainstorm items that they would like to see changed or implemented in our society. For each change, students should be able to research references that give supporting reasoning. e.g., Full employment
   Strict enforcement and enactment of more stringent pollution control laws

   Allow students to debate both sides of an issue.

Behavioral Goal 10 and 11

The students will be able to:

10 - List the countries that have contributed to our present day writing and number systems

11 - List some of the ways that early European, Asian and/or African civilizations contributed to our society

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Communicate orally and in writing
7. Interpret pictures
8. Work with others
9. Read social studies materials

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 4, 5, 6, 7, 8) 1. Have students use the media center in their schools to collect references and resources that will enable them to prepare a two minute oral presentation and chalk talk on the contributions of other civilizations to one of the following catergories:

Writing and/or number system
Art, music, architecture
Sports
Industry
Government
Education etc...,

(2, 3, 5, 6, 7) 2. Allow pupils to plan and organize with the art resource person a display of the contributions they have researched.

Level: Four

Focus: People and the Economy

Behavioral Goal 1

The pupil will be able to define economics and tell what an economist does

Skills:

1. Locating information
2. Organizing information
3. Acquiring information through reading
4. Acquiring information through listening and observing
5. Communicating orally and in writing
6. Interpreting pictures
7. Working with others
8. Reading social studies materials
9. Inquiry

Sample Activities

The teacher will:

(SKILLS) (2, 4, 5, 6)

1. Have students study an exhibit of study prints showing the needs and wants of people. Classify the pictures into two groups--absolute necessities, desirable but not absolute necessities. Have students defend decisions and choices.

(1, 2, 3, 4, 5, 6, 7, 8)

2. Have students bring in pictures and make displays of needs and wants.

(1, 2, 3, 4, 5, 7, 8, 9)

3. Have groups of students resolve conflict situations, How would each group resolve need for food, shelter, entertainment.

   (1) A group of people lost in a wooded area with small animals and much rainfall.

   (2) A group of people shipwrecked on a small rocky island with little vegetation and plenty of seafood.

(1, 2, 3, 4, 5, 8)

4. Have students research the meaning of economics, and compare research.

(1, 2, 3, 4, 5, 8)

5. Have students read to discover what an economist is, and what he does. Explain why an economist is important in a capitalist society.

Behavioral Goal 2

The pupils will be able to make a short list of goods and services necessary for the survival of people who live in urban centers

Skills

1. Organizing information
2. Evaluating information
3. Acquring information through listening and observing
4. Communicating orally and in writing
5. Interpreting pictures

Sample Activities

The teacher will:

(SKILLS) (1, 3, 4, 5) 1. Using examples of goods and services (pictures, or samples) develop with students the concepts of goods and services.

(1, 2, 3, 4, 5) 2. Have student make a chart with pictures of goods and services. Have students list the differences between the two.

(1, 2, 3, 4) 3. Have students make a list of goods and services that each feels is necessary for life. Have students note and discuss discrepancies on their lists.

Behavioral Goals 3, 4 and 5

3 - The pupil will be able to describe briefly what is meant by production

4 - The pupil will be able to make a chart showing the four chief factors of production

5 - The pupil will be able to demonstrate what is meant by the division of labor

Skills

1. Locating information
2. Organizing information
3. Acquiring information through reading
4. Acquiring information through listening and observing
5. Communicating orally and in writing
6. Interpreting pictures

7. Working with others

8. Reading social studies materials

Sample Activities

The teacher will:

(SKILLS)	(2, 4, 5, 6)	1. With pictures, products, or models, develop with students the concept of production. Have students give examples of products.
	(1, 2, 3, 4, 5, 8)	2. Have students search for an example of production from start to finish of a common household item.
	(1, 2, 3, 4, 5, 8)	3. Have students use reference materials to learn the meaning of factors.
	(1, 2, 3, 4, 5, 8)	4. Let students decide what were the four most important factors in the production of the item researched in activity 2. Read about the four chief factors of production
	(2, 4, 5, 7)	5. Develop with study prints the concept and meaning of labor with the students.
	(2, 4, 5, 6)	6. Have students draw pictures and make models of many different types of labor and workers.
	(2, 4, 5)	7. Invite a representative of a labor union preferably a student's relative, or someone well-known in the community to discuss the importance of workers in industrial america with the students.

(2, 4, 5, 7) 8. Have students role play how primitive societies provided food for families. Have students identify the role or job of individual family members.

(2, 4, 5, 7) 9. Have students analyze activity 8 and discuss what division of labor means.

(2, 4, 5, 6) 10. Have students view filmstrips or films that give examples of assembly lines. Develop with students the concept of specialization.

(2, 4, 5, 7) 11. Set up a real assembly line in your classroom. Station students along the length of this assembly line and give each pupil a specialized job. A fun activity can be the making of a cold cut submarine. (Each student can add an ingredient as the gastronomic delight finds its way to the end of the assembly line. With permission, students may sell their product).

Behavioral Goal 6

The pupil will be able to discuss at least two ways people are interdependent

Skills

1. Locating information
2. Organizing information
3. Acquiring information through reading
4. Acquiring information through listening and observing
5. Communicating orally and in writing

6. Interpreting pictures and charts
7. Reading social studies materials
8. Interpretting maps

Sample Activities

The teacher will:

(SKILLS) (3, 4, 5, 7) 1. Have students read to discover what is the meaning of interdependent. The root word inter (with each other) is important.

(1, 2, 4, 5) 2. Have students list and bring in items that they feel are necessary and could not make for themselves. Have students attempt to discover the origin of such items.

(1, 2, 3, 4, 5, 7, 8) 3. Have students read about and chart items that are made of steel. Have students locate on a map where these items come from. e.g., coal - Pennsylvania; iron ore - Venezuela, labor - Baltimore area people

(4, 5) 4. Have students make a chart of people with whom their families are interdependent.

Behavioral Goal 7

The pupil will be able to explain the private enterprise system

Skills

1. Locating information
2. Organizing information

3. Evaluating information
4. Acquiring information through reading
5. Acquiring information through listening and observing
6. Communicating orally and in writing
7. Interpreting pictures, graphs, charts
8. Working with others
9. Reading social studies materials
10. Understanding time and chronology
11. Inquiry

Sample Activities

The teacher will:

(SKILLS) (2, 5, 6)

1. Using a colorful dress, imitate or give the impression of a Gino's employee. Dance and sing the song about "Freedom of Choice." Ask student to react and explain what freedom of choice means.

(1, 2, 3, 4, 5, 6)

2. Have students discuss how each situation relates to consumer freedom and business freedom.

   (1) Daniel's mother shops at the corner store, because she feels that prices are cheaper.

   (2) Mike's father did not buy food this week? He feels that it is too expensive.

   (3) Mrs. Green called the Better Better Business Bureau before she called a company to repair her roof.

(4) Mr. Jones raised the price of gasoline at his service station, because his supplier raised the price that Mr. Jones has to pay for gasoline.

(2, 5, 6, 8, 9) 3. Have students read about the laws of supply and demand. Have students role play reasons for prices rising or dropping.

(2, 5, 6, 7, 10) 4. Have students paint or draw pictures advertising reduced prices for items. Example: Christmas Cards on sale in January.

(1, 2, 4, 5, 6, 7, 9, 10) 5. Have students illustrate on a graph the price fluctuation of gasoline, apples, and steel.

(1, 2, 4, 5, 6, 7, 9, 10) 6. Have students do research in the media center to explain the fluctuations in such prices, seasonal and long running. *Bureau of Labor statistics are readily available.

Behavioral Goals 8 and 9

8 - The pupil will be able to tell three things about barter, our first medium of exchange

9 - The pupil will be able to make a picture chart about money, our medium of exchange

Skills

1. Locating information
2. Organizing information

3. Evaluate information
4. Acquiring information through reading
5. Acquiring information through listening and observing
6. Communicating orally and in writing
7. Interpret charts, tables, graphs
8. Work with others
9. Reading social studies materials
10. Understanding time and chronology

Sample Activities

The teacher will be able to:

(SKILLS) (2, 4, 5, 6, 9, 10)

1. Have students read about the use of the barter sytem in pioneer days, examples of the barter system in underdeveloped countries, articles used in the barter system and discuss.

(2, 3, 5, 6, 8)

2. Have a "swap party" in the classroom. Encourage students to bring in old toys and other items that they no longer play with or use. Students would be free to swap for the toys or items of their choice. Students may swap as many times as they like. (An example of the barter system)

(2, 3, 5, 6, 8)

3. Hold a discussion on the "swap party." What happened? Why? Was everyone satisfied with what they exchanged?

(2, 3, 5, 6) 4. Have students discuss: If a man has worked for a week on an assembly line of an automobile plant, could his employer pay him with barter?

(2, 3, 5, 6) 5. Have students discuss money that they have recently spent. Ask them to try and calculate. how much the money really was worth in terms of goods and services.

(1, 2, 3, 4, 5, 6, 7, 8, 9) 6. Have students read to find the names of basic units of exchanges in other countries. Make a chart compare these foreign exchanges with the U.S. system.

(2, 3, 5, 6, 7) 7. Have students draw a picture story to show what money really represents.

Behavioral Goals 10, 11, 12, 13, and 17

10 - The pupil will be able to participate in a round table discussion on the importance of banks in our money system

11 - The pupil will be able to make a chart showing the money cycle

12 - The pupil will be able to tell the difference between profit and loss

13 - The pupil will be able to explain the credit system

17 - The pupils will be able to demonstrate their knowledge of the economic system by producing and selling a product as a classroom project.

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquiring information through reading
5. Acquiring information through listening and observing
6. Communicate orally and in writing
7. Interpreting pictures, graphs, tables
8. Working with others
9. Reading social studies materials
10. Inquiry
11. Plan an interview

Sample Activities

The teacher will:

(SKILLS) (1, 2, 5, 6, 11)	1.	Have the students write a bank representative to explain the operation of the banking system.
(1, 2, 3, 4, 6, 7, 9)	2.	Have the students make a chart of the services a bank gives to people, who live in an urban center.
(1, 2, 4, 5, 6)	3.	Have students read to find out what capital means.
(1, 2, 3, 4, 5, 6, 8, 9, 10)	4.	Have students sell Christmas cards, easter eggs, lemonade, etc. to experience the use of capital, and learn about profit and loss.

(1, 2, 4, 5, 6, 8)	5. Have the students list the capital needs of producers of goods and services. Have students research to find out how each need is fulfilled - secure money for production.
(1, 2, 4, 5, 6, 7, 8, 9)	6. Allow the students to make a chart showing how money goes from producers to workers and back again to producers when workers purchase goods and services. Have the class write an explanation of the chart.
(1, 2, 3, 4, 5, 6, 7, 8, 9)	7. Have students look at a filmstrip or complete research in the library about competition. Have the students write an essay about the role of competition in American life.
(2, 5, 6)	8. Lead a class discussion on the concept of a budget.
(2, 3, 5, 6)	9. Have the class discuss what choices people make when they draw up a budget.
(1, 2, 3, 4, 6)	10. Have students utilize the media center to discover what installment buying is.
(2, 3, 5, 6, 8, 10)	11. Using a conflict situation have students role play what can happen when a family uses credit cards and charge accounts too often.
(1, 2, 3, 5, 6)	12. Have students analyze and compare the results of activity 11 with a family that uses credit devices moderately and a family that never uses credit devices.

(2, 3, 5, 6) 13. Have students research to find out what happens to the cost of something when the item is bought on credit. Example - Color TV - cost $400.00 bought on credit, it would cost an additional 1.5% per month or 18% per year on the unpaid balance.

Behaviorial Goals 14 and 15

14 - The pupils will be able to make a budget of their own resources

15 - The pupil will be able to draw a diagram that illustrates a government budget dollar

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Communicate orally and in writing
7. Interpreting charts and graphs
8. Working with others
9. Reading social studies materials

Sample Activitie:

The teacher will:

(SKILLS) (2, 3, 5, 6, 8) 1. Using a economics learning game or other game (monopoly, life) develop and review the concept of budget.

(1, 2, 4, 5, 6, 7, 9) 2. Have students utilize the media center to find out what a budget is.

(2, 3, 5, 6, 7, 8) 3. Have students make up a weekly budget based on an allowance of three dollars. Try to get students to make provisions for savings.

(2, 3, 5, 6, 7, 8) 4. Have the students analyze and compare budgets.

(2, 4, 5, 6, 7, 8, 9) 5. Have the students locate textbooks or reference materials which site examples of a government budget dollar. Analyze and discuss the budget dollar.

Behavioral Goal 16

The pupil will be able to name three contributions of technology to the progress of the economic system

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Work with others
7. Communicate orally and in writing
8. Read social studies materials
9. Inquiry

Sample Activities

The teacher will be able to:

(SKILLS)	(1, 2, 3, 4, 7, 8)	1. Have students utilize reference materials to determine the meaning of technology.
	(1, 2, 3, 4, 7, 8)	2. Have students utilize the media center in their school to engage in independent study to learn how scientists have helped farmers to increase crop yields.
	(1, 2, 3, 4, 7, 8)	3. Allow the class to engage in research about water purification and distribution to workers and producers. Have students build models and make charts illustrating this.
	(1, 2, 3, 4, 5, 6, 7, 8)	4. Have students research and build models of transportation modes in urban centers for the movement of people and goods.
	(1, 2, 3, 4, 5, 6, 7, 8, 9)	5. Have the students role play, based on a conflict situation; "What would life be like in Baltimore without any forms of transportation other than walking".

Level 5

The Human Behavior and Urban Studies Programs

Level: Five

Rationale

The social injustices existing toward various ethnic groups in our society can not be tolerated any longer if the American Dream is to be a reality to all. The concept that these injustices are based upon prejudices and discrimination founded upon irrational foundations is developed in this program through significant and pertinent learning activities.

Knowledge of the function of the various branches of the national, state, and local governments and their role in protecting the rights of millions of people in urban areas throughout the world is essential. This progran involves pupils in various value seeking and intense inquiries of the many important areas of government.

The progression of skills at this level emphasizes the critical evaluation and effective use of printed references and other resources.

Skills: Part One - Shared Responsibility of The Social Studies

I. Locating information

A. Use books
1. Use table of contents
2. Use index
3. Use title page and copyright date
4. Use glossary, appendix, map lists, illustration lists
5. Distinguish between story books (Non-fiction and fiction) and factual books

B. Find information in encyclopedias and other reference books

1. Locate information in an encyclopedia by using key words, letters on volume, index and cross references
2. Use reference works, such as, World Almanac, atlases, Who's Who, Stateman's Yearbook

C. Make efficient use of the dictionary

1. Use guide words
2. Learn correct pronunciation of a word
3. Use syllabication
4. Choose the appropriate meaning of the word for the context in which it is used.

D. Read newspapers, magazines and pamphlets with discrimination

1. Identify these materials as sources of information about many topics, especially current affairs
2. Select important news items
3. Select from these sources material that is pertinent to class activities
4. State the organization of a newspaper and how to use the index
5. Identify the sections of the newspaper
6. Enumerate the differences in purpose and coverage of different magazines, papers, and pamphlets

E. Know how to find material in a library: both school and public

1. Locate appropriate books
2. Use a book card

3. Use the card catalog to see that:

   a. A book is listed in three--ways by subject, by author and by title

   b. All cards are arranged alphabetically

   c. Cards have call numbers in upper left hand corner which indicate the location on the shelf

   d. Some authors give more information than the title or subject card

   e. Information such as publisher, date of publication, number of pages and of illustrations and usually some annotations are provided

II. Organize information

   A. Make an outline of topics to be investigated and seek material about each major point, using more than one source

   B. Select the main idea and supporting facts

   C. Compose a title for a story, picture graph, map or chart

   D. Take notes, making a record of the source by author, title page

   E. Make simple outlines of material read, using correct outline form

   F. Write a summary of main points encountered in material

   G. Make a bibliography

III. Evaluate information

   - Distinguish between fact and opinion

IV. Acquire information through reading

   A. Skim to find a particular word, get a general impression, or locate specific information

B. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas

C. Consciously evaluate what is read, using the approaches suggested in Section above

V. Acquire information through listening and observing

- Relate, compare and evaluate information gained through listening and observing with that gained from other sources of information

VI. Communicate orally and in writing

A. Prepare and use notes in presenting an oral report, giving credit when material is quoted

B. Write with clarity and exactness

1. Collect, evaluate and organize information around a clearly defined topic
2. Write independently, avoiding copying from references
3. Give credit for quoted material
4. Use standard English
5. Include a bibliography to show source of information
6. Proofread and revise

VII. Interpret pictures, charts, graphs, tables

A. Interpret pictorial material

1. Distinguish between types of pictorial material, recognize the advantages of each, and recognize the need for objectivity
2. Note and describe the content of the material, both general and specific

B. Interpret cartoons

1. Identify these material as expressing a point of view and interpret the view expressed
2. Note and interpret common symbols used in cartoons

C. Study charts

1. Identify the steps in development indicated
2. Trace the steps in the process shown
3. Compare sizes and quantities
4. Analyze the organization or structure
5. Identify elements of change

D. Study graphs and tables

1. State the significance of the title
2. Determine the basis on which the graph or table is built and the units of measure involved
3. Interpret the relationships shown
4. Draw inferences based on the data

E. Construct simple graphs, charts, tables, and other pictorial materials (including cartoons)

F. Relate information derived from pictures, charts, graphs, and tables with that gained from other sources

VIII. Work with others

- Use the rules of parliamentary procedure when needed

Skills: Part Two - Major Responsibility of The Social Studies

I. Read social studies materials

- Use abbreviations commonly used in social studies materials

II. Interpreting maps and globes

A. Orient the map and note directions

1. Use intermediate directions, as southeast, northwest
2. Use cardinal directions and intermediate directions in working with maps
3. Recognize that north is toward the North Pole and south toward the south pole
4. Use the compass for direction
5. Use the north arrow on the map
6. Orient desk outline, textbook, and atlas maps correctly to the north
7. Use parallels and meridians in determining direction
8. Use different map projections to state how the pattern of meridians and that of parallels differ
9. Construct simple maps which are properly oriented as to direction

B. Locate places on maps and globes

1. Identify their home, city, and state on a map of the United States on a globe
2. Identify, on a map of the world, the equator, tropics, circles, continent, oceans, large islands
3. Use a highway map for locating places by number and keys; plan a trip using distance, direction and location

4. Relate low latitudes to the equator and high latitudes to the polar areas
5. Interpret abbreviations commonly found on maps
6. Use map vocabulary and key accurately
7. Use longitude and latitude in locating places on wall maps
8. Use an atlas to locate places
9. Identify the time zones of the United States and relate them to longitude
10. Consult two or more maps to gather information about the same area
11. Identify the location of major cities of the world with respect to their physical setting
12. Trace routes of travel by different means of transportation
13. Develop a visual image of major countries, land forms and other map patterns studied
14. Read maps of various types which show elevation
15. Identify the significance of relative location as it has affected national policies

C. Use scale and compute distances

1. Compare actual length of a block or a mile with the size shown on a large scale map
2. Compute distance on a map by using a scale of miles
3. Compare maps of different sizes of the same area
4. Compute distance between two points on maps of different scale
5. Estimate distances on a globe, using latitude, estimate air distances by using a tape or a string to measure great circle routes

6. Use map scales expressed as representative fraction, statement of scale, or bar scale

7. Develop the habit of checking the scale on all maps used

D. Interpret map symbols and visualize what they represent

1. Use legends on different kinds of maps

2. Identify the sumbols used for water features to learn the source, mouth, direction of flow, depths and ocean currents

3. Study color contour and visual relief maps and visualize the nature of the areas shown

4. Interpret the elevation of the land from the flow of rivers

5. Interpret dots, lines, colors, and other symbols used in addition to pictorial symbols

E. Compare maps and draw inferences

1. Read into a map the relationships suggested by the data shown as the factors in the location of cities

2. Compare two maps of the same area, combine the data shown on them and draw conclusions based on the data

3. Identify the diffent kinds of maps and select the best map for the purpose at hand

4. Recognize the differences in different map projections and the distortions involved in representation of the earth other than the globe

5. Use maps and the globe to explain the geographic setting of historical and current events

6. Infer man's activities or way of living from physical detail, and from latitude

IV. Use time and chronology

A. Use the time system and the calendar

1. Use calendar to find dates of special events and to determine length of time between important dates
2. Associate seasons with particular months in both northern and southern hemispheres
3. Accumulate some specific date - events as points of orientation in time
4. Use the vocabulary of definite and indefinite time expressions
   a. Use such definite concepts as second, minute, yesterday, decade, century
   b. Use indefinite time concepts as past, future, long ago before, after meanwhile
   c. Translate dates into centuries

B. Use events as part of a chronological series of events and distinguish the differences in duration of various periods of time

1. Identify sequence and chronology in personal experiences, as the school day, weekly schedule etc.
2. Arrange personal experiences in order
3. Use the separation of an event from the present in arithmetical terms
4. Compute the length of time between two dates
5. Make simple time lines
6. Use a few "cluster" date-events to establish time relationships among historic events
7. Relate the past to the present in the study of change and continuity in human affairs

The Human Behavior Program

Focus: Individuals and Groups - Prejudice and Propaganda

Level: Five

Behavioral Goal 1

The students will be able to define prejudice and list two main causes of prejudice

Skills

1. Locating information
2. Organizing information
3. Evaluating information
4. Acquiring information through reading
5. Acquiring information through listening and observing
6. Read social studies materials
7. Communicate orally and in writing
8. Inquiry
9. Work with others
10. Interpret pictorial materials

Sample Activities

The teacher will

(SKILLS) (5, 7, 8, 9) 1. Create a conflict situation that demonstrates prejudice. e.g., John an Indian child from New Delhi, is not accepted by his classmates. Allow the students to react and solve conflict.

Behavioral Goal 2 and 3

The students will be able to:

2 - Explain the relationship between prejudice and discrimination

3 - List at least three organizations in Baltimore that are attempting to protect members from discrimination

e.g., N.A.A.C.P.

B'nai B'rith

National Council of Christians and Jews

Skills

1. Locating information
2. Organizing information
3. Evaluating information
4. Acquiring information through reading
5. Acquiring information through listening and observing
6. Read social studies materials
7. Communicate orally and in writing
8. Inquiry
9. Work with others
10. Interpret pictorial materials
11. Plan an interview

Sample Activities

The teacher will:

(SKILLS) (5, 7, 9)

1. Have the students review orally the definitions of prejudice and discrimination.

(5, 7, 8, 9, 10) 2. Use newspaper cartoons e.g., "Kid Power" to stimulate a discussion on prejudice.

(7, 9, 10) 3. Have students create cartoons that depict prejudice toward friends, neighbors, and other relatives.

(5, 7, 9) 4. Have students talk about the television program "All in the Family" to give an insight into what prejudice means.

(1, 2, 3, 4, 5, 6, 7, 9, 10) 5. Allow students to visit the media center in order to locate filmstrips or picture sets that introduce the subject of prejudice. Have students present a brief oral report to their classmates.

(1, 2, 3, 4, 5 6, 7) 6. Collect several different sets of social studies references and some unabridged dictionaries that will enable students to annotate and discuss the definitions of prejudice.

(1, 2, 3, 5, 7, 7. Have students interview their parents and neighbors to get their understanding of what prejudice is.

(1, 2, 3, 4, 5, 8. Assign students the task of locating definitions of discrimination from an unabridged dictionary and several social science textbooks. Have students discuss and list in small groups the meanings of prejudice and discrimination; they should also list examples of each by writing, illustrating or recording.

(5, 7, 9) 2. Allow students to role play several examples of prejudice and discrimination.

e.g., Bill will not share his game with Henry because Henry is wearing "fish-head" (a slang term for tennis shoes)

The Carters, a Spanish Family, were not invited to the Smith's, a Polish family, picnic and neighborhood outing. Both ramilies are "friends".

(1, 3, 5, 7, 10) 3. Have students view the television programs; "The Jeffersons","All in the Family", "Good Times" or "Mary Hartman" in order to list examples of prejudice.

(1, 2, 3, 4, 5, 6, 7, 9, 10) 4. Collect films or filmstrips that illustrate examples of discrimination. Discuss with students the film "Jane Pittman".

(5, 7, 9, 11) 5. Allow students to interview their parents and neighbors in order to record their experiences with discrimination.

(7, 9, 10) 6. Have students draw two cartoons that depict prejudice and discrimination.

(1, 2, 4, 6, 7 10) 7. Have media technologist prepare a collection of reference materials that will enable students to enumerate the names of at least three famous people who have fought against discrimination.

(1, 2, 3, 5, 7, 10) 8. Show filmstrip in reference to the organization and function of the N.A.A.C.P. Introduce the B'nai B'rith and National Council of Christian and Jews Societies.

(7, 9, 11) 9. Have students write a letter to the aforementioned societies in order to gain information on their purpose and organization. Students should also plan to invite speakers from the societies mentioned.

(1, 2, 3, 4, 5, 6, 7) 10. Guide students in constructing a chart that classifies the various types of prejudices people were subjected to in this country.

Behavioral Goal 4

The students will be able to explain the meaning of cultural pluralism and tell how it applies to our society

Skills

1. Locating information
2. Organizing information
3. Evaluating information
4. Acquiring information through listening and observing
5. Acquiring information through reading
6. Reading Social Studies materials
7. Communicating with others
8. Interpreting pictorial material

9. Working with others

10. Plan an interview

11. Inquiry

12. Interpreting maps and globes

Sample Activities

The teacher will:

(SKILLS)	(1, 2, 5, 6, 7)	1. Gather materials from the media center (films, pictures and filmstrips) to help students develop the concept of cultural pluralism.
	(1, 5, 6, 7, 9 10)	2. Have students write the Immigration Bureau to obtain information on the various groups of people who have immigrated to our country.
	(1, 2, 5, 6, 9 12)	3. Mimeograph a world map and have students label the various countries that have sent immigrants to the United States.
	(1, 2, 3, 5, 6)	4. Use several social studies texts that will enable students to collect the various definitions of cultural pluralism.
	(1, 2, 3, 4, 5, 6, 7, 8, 9)	5. Allow students the opportunity to plan and organize a debate to decide on the worth of each concept. Students should be able to provide supportive reasons and evidence for their conclusions. Have a panel judge the debate.

(1, 2, 3, 4, 5, 6, 7) 6. Construct conflict situation that will enable pupils to tell how cultural pluralism affects our society. e.g., The immigration of refugees from Viet Nam has flooded the job bank.

Behavioral Goal 5

The students will be able to distinguish between the bigot and the victim

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquiring information through listening and observing
6. Read social studies materials
7. Communicate with others
8. Interpret pictorial material
9. Plan an interview
10. Inquiry
11. Work with others

Sample Activities

The teacher will

(SKILLS) (1, 2, 3, 4, 5, 6, 7) 1. Have students use an unabridged dictionary to locate the definition of bigot. Use several social studies texts to locate the meanings of bigot. Have students compare the definitions.

(5, 7) 2. Have students role play the characterizations Archie Bunker and George Jefferson. Allow class to identify examples of their bigotry.

(1, 2, 3, 4, 5 8) 3. Have students construct a short film presentation (use drawing paper on card board rollers) to show their proposed characterizations of a bigot.

(1, 2, 3, 4, 5 6, 7, 11) 4. Guide students in constructing a brief paragraph on the emotions of a victim of bigotry. (Students may also dramatize their reactions)

Behavioral Goals 6 and 7

The students will be able to:

6 - State three ways in which racial, religious and social prejudices affect individuals

7 - Describe two ways in which two racial groups have been discriminated against in this country

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Communicate orally and in writing

7. Read social studies materials

8. Interpret picture

9. Work with others

10. Inquiry

Sample Activities

The teacher will:

(SKILLS) (5, 6, 9)

1. Use dramatizations to guide pupils in developing the concept of how prejudice affects individuals. e.g., Prepare a set of index cards that contain notes that cite examples of prejudice - a. All students with short curly hair, fat students, short students etc...Allow students to write several sentences that tell how they felt when they were discriminated against by their peers.

(1, 2, 3, 4, 5 6, 7, 8, 9)

2. Have pupils use the media center to gather examples of materials that identify groups of people who have suffered from various types of prejudice.

   e.g., a. Puritans coming to America for religious freedom

   b. Slaves coming from Africa to farm in the cotton fields of the South

   c. Jews who were not allowed to live, buy or work in certain areas, etc.

(1, 2, 3, 4, 5, 6, 7, 8, 9) 3. Provide students with the opportunities to plan and organize a brief skit on the examples stated in activity two above.

(1, 2, 3, 4, 5, 6, 7, 8, 9) 4. Collect old social studies texts that will enable students to investigate how they treated various racial, ethnic and religious groups. Students should be able to compare the decade old books with those in use today.

(5, 6, 9) 5. Have students explore the treatment of Indians and Blacks in old films on television. e.g., Discuss the films of Tarzan, The Old South, etc. Have students talk about the changes they've noted in films today.

(1, 2, 3, 4, 5, 6, 7, 8) 6. Divide class into groups to investigate how minority groups were treated. e.g., Cherokees and freedmen after the Civil War; Japanese Americans during World War II. Have students dramatize the treatment of the group they select.

Behavioral Goal 8

The students will be able to list two factors that led to the rise of Black and Red power

Skills

1. Locate information
2. Organize information

3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial materials
9. Plan an interview
10. Inquiry
11. Work with others

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 4, 7, 11)

1. Have students listen to pre-recorded tape of the definitions of Red, Black and Brown power. (Teacher should record a few short paragraphs on the types of power). Allow students to discuss definitions.

(1, 2, 3, 4, 7, 8, 11)

2. Bring in pictures that identify stratagems of the Black Power Movement. Have students use the media center to write a brief report on important organizers of the Black Power Organization. e.g., Stokely Carmichael
   Huey Newton
   Malcolm X
   H. Rap Brown

(1, 2, 3, 4, 7, 8, 11) 3. Have media technologist collect several newspaper articles that will enable students to investigate the results of bloc voting in Baltimore City during the 1970 November election.

(1, 2, 3, 4, 5, 6, 7) 4. Have students use the media center to gather materials on Red Power. Students should be able to identify the factors that led to the use of Red Power and the proponents of its use.

Behavioral Goal 9

The students will be able to list at least three possible ways to overcome the attitudes of prejudice

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial materials
9. Plan an interview
10. Work with others

Sample Activities

The teacher will:

(SKILLS)	(5, 6, 7, 8)	1. Review with students sample activity one under behavioral goals 6 and 7.
	(1, 2, 3, 5, 7, 9)	2. Have students interview several persons they admire to sollicit their views on overcoming attitudes of prejudice.
	(3, 5, 7, 11)	3. Allow students to discuss the ways in which various characters from television programs overcome prejudice. e.g., The Allen Family from the television series "The Jeffersons".
	(1, 2, 3, 5, 7, 8, 11)	4. Divide class into three groups. Use pictures from social studies texts that illustrate prejudice. Have class record their suggestions for the victims of prejudice illustrated in the textbooks.
	(8, 11)	5. Allow students to illustrate their solutions to overcoming prejudice.

Behavioral Goal 10

The students will be able to explain the prupose of pressure groups.

Skills

1. Locate information
2. Organize information
3. Evaluate information

4. Acquire information through reading
5. Acquire information listening and observing
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial materials
9. Plan an interview
10. Inquiry

Sample Activities

The teacher will:

(SKILLS) (3, 5, 7) 1. Establish with the class an issue that requires voting. e.g., Additional homework in most subject areas. Allow students the opportunity to debate the pros and cons of the issue.

(1, 2, 3, 6, 7) 2. Use social studies text that will enable students to record several definitions of pressure groups.

(1, 2, 3, 4, 5, 6, 7, 8) 3. Have students review materials related to Discrimination in Jobs, Ecology and Pollution. Allow pupils to suggest ways in which pressure groups would be effective in helping to pass legislation in favor of their issues.

Behavioral Goal 11, 12, 13, and 14

The students will be able to:

11 - Give one example indicative of how propaganda is related to prejudice.

12 - Design at least one propaganda poster and compose one slogan to promote good human relations in Baltimore.

13 - Select one television commerical and explain why it is a form of propaganda.

14 - Illustrate through drawings and or pictures the differences between positive and negative propaganda.

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial materials
9. Plan an interview

Sample Activities

The teacher will

(SKILLS) (1, 4, 7)

1. Prepare a brief recording on the propaganda used against the Jewish people during World War II. Have students listen to the tape in order to identify the emotions they think the Jewish people exhibited.

(5, 7)

2. Allow students to use unabridged dictionary and standard dictionary to write the definitions of propaganda.

(3, 4)

3. Allow pupils to view a television to see a commercial. Ask them to determine why the commercial is a form of propaganda.

(1, 2, 3, 4)

4. Have students collect newspaper and magazine advertisments to identify the purpose and kinds of propaganda used.

(1, 2, 3, 4, 5, 7, 9)

5. Guide students in writing for brochures from groups such as the National Conference of Christians and Jews. Allow students to identify examples of positive propaganda designed to promote good human relations. Be certain studen evaluate their findings.

(1, 2, 3, 4, 5, 6, 7, 8, 9)

6. Have students invite a member of the Human Relations Commission or the Community Relations Commission to present a brief report on their effective use of propaganda to further their causes.

(7, 8)

7. Provide students with materials to construct a model of a new product for advertisement. e.g., Get Smart Cereal; Brainiac Pencil; Bionic Boy or Girl that does home assignments, etc.

(7, 8) 8. Have students design a propaganda poster and a slogan to accompany their product.

(3, 7, 9) 9. Have students evaluate the quality of their propaganda by canvasing their peers to see who would purchase their products. The results should be charted.

(4, 7) 10. Allow the students to write or record a short paragraph that promotes good human relations in Baltimore.

(3, 8) 11. Have students examine posters used by organizations such as the National Conference of Christians and Jews.

Behavioral Goal 15 and 16

The students will be able to:

15 - Define censorhsip and explain how it is related to propaganda

16 - List at least three instruments of propanda

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial materials
9. Work with others

Sample Activities

The teacher will:

(SKILLS)	(1, 2)	1. Have students use an unabridged and standard dictionary to define the term censorship
	(1, 2, 3, 4, 5, 6, 7, 8)	2. Allow students to view newspapers to collect copies of advertisements for movies. Have students identify the ratings used and discuss reasons why.
	(1, 2, 3, 4, 5, 6, 7, 8, 9)	3. Have the media technologists gather reference materials that will assist the students in investigating the role of government censorship in the postal services. Allow students to debate the role of government in censorship.
	(1, 2, 3, 4, 5, 6, 7, 8, 9)	4. Provide students with a collection of news articles, copies maybe obtained from the Enoch Pratt Information Service, to investigate the current attitudes toward welfare reform, ecology, and other current controversial issues.
	(1, 2, 3, 4, 5, 6, 7, 8, 9)	5. Have students write several agencies that are attempting to provide human services. e.g., Drug Abuse Center, Community Action Agency, Federal Housing Authority etc. The students should be able to examine literature in order to determine its propaganda value.

(3, 4) 6. Allow students to identify the factors of propaganda.

Behavioral Goals 17 and 18

The students will be able to:

17 - Define a stereotype and briefly explain their feelings about sterotyping

18 - Define racism

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial material
9. Inquiry

Sample Activities

The teacher will:

(SKILLS) (5, 7) 1. Have students discuss and list the roles of a father, mother, teacher, (etc.) and other persons in their community.

(5, 7) 2. Allow students to dramatize their reactions to father taking care of the children while mother works.

(1, 2, 3, 5, 8) 3. Show pictures of women driving trucks, working on cars, playing professional sports. Allow students to react. Also show pictures of men performing tasks such as caring for a baby, sewing, cleaning etc. Have students discuss.

(1, 4, 6, 7) 4. Introduce the term stereotype. Have students use dictionary and social studies text to define the term.

(5, 7) 5. Write several examples of myths on the board.

e.g., All Black people have rhythm

All Jewish people are thrifty

All Indians are wild

All Irish love potatoes

Have students discuss their reactions to these statements.

(1, 2, 3, 5, 7, 9) 6. Have students interview their parents and neighbors to collect additional examples of stereotyping. Allow students to make a chart of their findings.

(1, 2, 3, 4, 5, 6, 7, 8) 7. Assign students the task of using the public library to gather information on racism.

(1, 2, 3, 4, 5, 6, 7) 8. Have students gather resource materials that provide examples of racism.

(1, 2, 3, 4, 5, 6, 7) 9. Have students use the media center to obtain references that depict samples of the United States' attempt to deal with racism.

The Urban Studies Program

Focus: The Urban Center - People and Government

Level: Fifth

Behavioral Goals 1, 2, 3 and 4

The students will be able to

1 - List at least two reasons why government is necessary in today's urban centers.

2 - Establish procedures for formulating a student government

3 - Identify at least four contributions of ancient civilizations to our government

4 - Define what is meant by a centralized government

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Communicate orally and in writing
7. Interpret pictures, charts, tables
8. Working with others
9. Read social studies materials
10. Inquiry
11. Understand time and chronology

Sample Activities

The teacher will be able to:

(SKILLS)	(2, 3, 5, 6, 8)	1. Have the students role play what it would be like with no rules or leaders in school.
	(2, 3, 5, 6, 8, 10)	2. Have students hold a panel discussion on the topic "What would it be like without any Government in Baltimore?
	(1, 2, 3, 5, 6)	3. Have the Student Council President and Advisor in your school discuss with students the governing structure of the student council.
	(2, 3, 5, 6, 8)	4. Discuss with the students the importance and effectiveness of the student council. Have the students make recommendations for change.
	(1, 2, 3, 4, 5, 6, 9, 11)	5. Have the students break-up into groups to discover the importance of government to the early civilizations. Emphasis should be placed on the need for order. Topics could include, crises, disasters, councils, taboos, customs, and other problems.
	(1, 2, 3, 4, 5, 6, 7)	6. Have the students read to discover what contributions were made by each of the following to the democratic form of government: early Greeks, Romans, Chinese, American Indians, and Africans

(1, 2, 3, 4, 5, 6, 7, 9, 11)	7. Have the students make a chart listing the contributions of each culture. Also have the class cooperatively construct a time line.
(1, 2, 3, 4, 5, 6, 9)	8. Have the students read and discuss; What is a centralized government? Why is a centralized government important?
(1, 2, 3, 4, 5, 6, 9)	9. Have the students to do research to compare the U.S. under a weak central government as the Articles of Confederation.
(1, 2, 3, 4, 5, 6, 8, 9, 11)	10. Have the students debate whether or not the strong central government was needed as was produced by the U.S. Constitution.
(2, 3, 5, 6, 8)	11. Have the students discuss whether or not a strong central government is needed today.

Behavioral Goal 5

The students will be able to:

5 - Identify at least three characteristics of Western Culture.

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Communicate orally and in writing

7. Interpret pictures and charts

8. Read social studies materials

9. Interpret maps

Sample Activities

The teacher will be able to:

(SKILLS)	(1, 2, 3, 4, 5, 6, 8)	1. Have the student read the text to discern and discuss some of the characteristics of Western culture.
	(1, 2, 3, 4, 5, 6, 8)	2. Have the students list characteristics of Western culture that they feel are most important.
	(2, 3, 5, 6, 7)	3. Using study prints and slides, develop the concept of the have and the have not nations with the students.
	(1, 2, 3, 4, 5, 6, 7, 8, 9)	4. Have the students list and chart a selected number of nations as to whether or not they belong in the have or the have not group. Use slides and pictures to denote living conditions.
	(2, 4, 5, 6, 9)	5. Have the students locate the nations selected for sample activities 3 and 4 on outline maps.

Behavioral Goals 6, 7 and 8

The students will be able to:

6 - Write a short class constitution

7 - Describe at least two changes that have been made in the constitution that insure the rights of minorities

8 - Identify and give the duties of the three departments of government provided by the constitution

Skills

1. Locating information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Communicate orally and in writing
7. Interpret charts
8. Work with others
9. Read social studies materials

Sample Activities

The teacher will be able to:

(SKILLS) (2, 3, 4, 5, 6, 7, 9)

1. Have the students view the filmstrip "Writing the Constitution". Discuss, investigate, and trace the steps of the writing of the Constitution.

(1, 2, 3, 4, 5, 6, 7, 9)

2. Have the students read the Preamble and Constitution and discuss why the writers did not provide for a multi-racial, multi-ethnic nation.

(1, 2, 3, 4, 5, 6, 7, 9)

3. Have the students read the Bill of Rights and discuss why this document and various amendments were necessary. Discuss why the rights of minorities needed to be protected.

(2, 3, 5, 6, 7, 8, 9)

4. Have the class cooperatively write a class Constitution.

(1, 2, 3, 4, 5, 6, 7, 8, 9)

5. Have the students cooperatively make a large chart depicting the branches of government.

Legislature	- Congress	- Makes laws
Executive	President & Cabinet	Enforce the law
Judicial	Judges	Interprets laws

(1, 2, 3, 4, 5, 6, 7, 8, 9)

6. Have the students construct a chart illustrating the names of department heads and other important leaders in the U.S. government.

(1, 2, 3, 4, 5, 6, 7, 9)

7. Have the students utilize the media center of their schools to find out how many Representatives and Senators are elected from each state, their duties and powers. Note the elected officials that serve Baltimore City and Maryland.

(1, 2, 3, 4, 5, 6, 7, 9)

8. Have the students use a text to help make a diagram to illustrate, the steps in making a law.

(2, 3, 5, 6, 7)

9. Have the pupils debate whether or not all the steps are necessary to make good laws.

(1, 2, 3, 4, 5, 6, 7, 9)	10. Have the students read to discover the structure, function and location of the federal courts.
(2, 3, 4, 5, 6, 7, 8, 9)	11. Use a current event leading to a discussion of "Is the Supreme Court Necessary".

Behavioral Goals 9, 10, 11 and 13

The students will be able to

9 - Revise a method for and participate in an election process

10 - Identify at least three qualifications of a voter

11 - Explain briefly how elections are conducted in our country

13 - Describe three important changes in election rules that have benefitted minority groups

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Communicate orally and in writing
7. Interpret charts
8. Work with others
9. Read social studies materials
10. Understand time and chronology

Sample Activities

The teacher will be able to:

(SKILLS)	(1, 2, 3, 4, 5, 6, 9, 10)	1. Have the students utilize the media center in their school to cooperatively research the changes in qualifications of voters since the founding of the United States.
	(1, 2, 3, 4, 5, 6, 7, 8, 9)	2. Have the students make a time line depicting the changes in voter registration.
	(1, 2, 3, 5, 6)	3. Have the students invite and interview a member of the Board of Election Supervisors, for the purpose of discussing the procedures involved with elections.
	(2, 3, 5, 6, 8)	4. Have the class form a club, or as a class choose candidates for offices. (e.g., President, Vice-President, Secretary, Student Council Representatives). Have a secret ballot election.
	(1, 2, 3, 4, 5, 6, 9)	5. Have the students read to find out what minorities have been disenfranchised by efforts to deprive them of their voting rights.
	(1, 2, 3, 4, 5, 6, 8, 10)	6. Have the students to engage in research to find out if changes in election procedures have been steps towards equal rights for all.

Behavioral Goal 12

The students will be able to:

12 - Describe how an alien becomes a citizen of the United States

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Oral and written communication
7. Interpret charts
8. Work with others
9. Read social studies materials
10. Inquiry

Sample Activites

The teacher will be able to:

(SKILLS)	(1, 2, 3, 4, 5, 6, 9)	1. Have the students engage in research to discover the concept of naturalization.
	(2, 3, 4, 5, 6, 7, 8, 9)	2. Have the class cooperatively make a chart showing the steps an alien must take to become a citizen.
	(1, 2, 3, 5, 6, 8)	3. Have the class invite and interview a naturalized citizen.

(2, 3, 5, 6, 8, 10)

4. Have the class role play a naturalization scene. Have students assume the roles of judge and an alien.

Behavioral Goal 14

The students will be able to:

14 - Identify two political parties in our country.

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Communicate orally and in writing
7. Interpret pictures
8. Read social studies materials
9. Understand time and chronology

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 3, 4, 5, 6, 8, 9)

1. Have the pupils use the media center to research the origin of political parties.

(1, 2, 3, 4, 5, 6, 7, 8, 9)

2. Have the students make a scrapbook with pictures and articles about various political parties.

Behavioral Goals 15 and 16

The students will be able to:

15 - Identify the qualifications of the officials in our national government as specified in the Constitution; e.g., President, Vice-President, Senators, Representatives

16 - Identify characteristics for choosing a class leader.

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquiring information through reading
5. Acquire information through listening and observing
6. Communicate orally and in writing
7. Work with others
8. Read social studies materials

Sample Activities

The teacher will be able to

(SKILLS)	(1, 2, 3, 4, 5, 6, 8)	1. Have students read the Constitution to discover the rules restricting the choice of various elected officials (President, Vice-President, and other elected officials.)
	(2, 3, 5, 6, 7)	2. Have the students engage in a panel discussion considering what would happen if the age limit was lowered for seekers of public office.

(2, 3, 5, 6, 7) 3. Have the class divide into discussion groups to consider what are the characteristics of leaders? Have the class to compare their list orally.

(2, 3, 5, 6) 4. Have the students discuss who they feel are leaders in Baltimore and why.

Behavioral Goal 17

The students will be able to

17 - Describe at least three similarities between our national and local governments

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Communicate orally and in writing
7. Interpret charts
8. Work with others
9. Read social studies materials
10. Inquiry

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 3, 4, 5, 6, 7, 9) 1. Have the student read to compare the powers given to the national government and those

given to the states by the constitution.

(1, 2, 3, 4, 5, 6, 7, 9) 2. Have the students make a chart with the headings: Powers of the Federal Government, Powers of State Governments and Powers denied State Governments.

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10) 3. Read to discern some federal and state laws. Have students role play a conflict situation "The Constitution puts no restrictions on state laws". This activity can be paralleled with groups of students who pay no attention to class rules.

(1, 2, 3, 4, 5, 6, 7, 9) 4. Have the students read to discover the structure of the state of Maryland's government.

(1, 2, 3, 4, 5, 6, 7, 9) 5. Have the students make a chart showing the major divisions of the government of Maryland.

Behavioral Goal 18

The students will be able to:

18 - State what change in age of voters was made by the United States Supreme Court on March 21, 1972.

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing

6. Communicate orally and in writing

7. Interpret charts

8. Work with others

9. Read social studies materials

Sample Activities

The teacher will be able to:

(SKILLS)	(1, 2, 3, 4, 5, 6, 9)	1. Have the students read to discover what happened to change the age of voters recently. (1972).
	(2, 3, 5, 6)	2. Have the students discuss what could happen if all the younger voters, ages eighteen through twenty-five would vote in an election.
	(2, 3, 5, 6, 7, 8)	3. Have the students to conduct a survey of all eighteen year olds in their neighborhood. Find out what percentage of young people voted in the most recent election. Have the class make a chart comparing findings.
	(2, 3, 5, 6, 8)	4. Have the students conduct a voter registration drive.

Behavioral Goals 19 and 20

The students will be able to

19 - Describe three reasons for the growth of American cities

20 - List at least five of Baltimore's problems

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Oral and written communication
7. Interpret pictures, charts
8. Work with others
9. Read social studies materials

Sample Activities

The teacher will be able to

(SKILLS)	(1, 2, 3, 4, 5, 6, 9)	1. Have students read to find the meaning of technical and industrial enterprise.
	(1, 2, 3, 4, 5, 6, 7, 9)	2. Have students read to discover and to make a chart of the inventions and the skills that caused increases in trade and industry.
	(1, 2, 3, 4, 5, 6, 9)	3. Have students investigate the history of the development of cities. This can be done as an overview and followed up by individual research on selected cities.
	(1, 2, 3, 5, 6, 8)	4. Have the students plan a bus trip, or neighborhood walk to discover problems that are visable. Also, neighborhood interviews can indicate problems.

(2, 3, 5, 6, 7) 5. Utilize the slide set from the Commission for the Revision of Social Studies. Using scenes from in and around Baltimore have the students react to and discuss each slide. Make a list of the most outstanding problems.

Behavioral Goals 21 and 22

The students will be able to

21 - Draw a diagram showing the structure of government of Baltimore City

22 - Describe two methods by which the government of Baltimore City secures money

Skills

1. Locating information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Communicate orally and in writing
7. Interpret graphs, charts,
8. Work with others
9. Read social studies materials
10. Inquiry

Sample Activities

The teacher will be able to

(SKILLS) (1, 2, 3, 4, 5, 6, 7, 9)

1. Have the students utilize the media center in their school to find a chart with the governmental structure of Baltimore City. Have the students make a large chart displaying this governmental structure.

(1, 2, 3, 4, 5, 6, 7, 8, 9)

2. Have the pupils break-up into groups to discuss the functions of the major branches of city government. Have students place this information on a large wall chart. The teacher should mimeograph the information so that each student has a copy.

(2, 3, 5, 6, 8, 10)

3. For the selected branches of government, have the students role play the various functions, after the material has been thoroughly reviewed. Examples of conflict situations could be: an angry citizen dealing with the Board of Estimates, a group of teachers speaking before the School Board, or a citizen dealing with the Public Works Division to get a water pipe fixed.

(1, 3, 4, 5, 6, 7, 9)

4. Have the students to engage in research which would enable them to analyze and to graph the tax dollar for any year. Have the students analyze how it was received and spent.

(1, 2, 3, 4, 5, 6, 7, 9)

5. Have the students to use resource materials that would enable them to discuss the financial problems in New York City.

(2, 3, 5, 6, 7, 8)

6. Have the students hold a panel discussion concerning ways of preventing Baltimore City from experiencing a similar financial disaster.

Behavioral Goal 23

The students will be able to:

23 - Analyze at least three reasons for the concentration of minority groups in the central city.

Skills

1. Locating information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Communicate orally and in writing
7. Interpret pictures, and charts
8. Work with others
9. Read social studies materials
10. Understand time and chronology

Sample Activities

The teacher will be able to:

(SKILLS)	(1, 2, 3, 4, 5, 6, 7, 9, 10)	1. Have the students read to discover why many people have migrated to suburban Baltimore.
	(1, 2, 3, 5, 6, 7, 9, 10)	2. Contact Lester McCrea at 2418 St. Paul Street (Urban Life Population Institute) for population materials. Have students use population statistics to denote the population of Baltimroe City and the suburban counties for the years of 1920, 1930, 1940, 1950, 1960, and 1970. Have the students analyze, compare and evaluate the movement of population.
	(1, 2, 3, 5, 6, 7, 8)	3. Have the students plan a bus tour to observe conditions in the inner city. Have the students to take photographs, and discuss observations.
	(1, 2, 3, 5, 6)	4. Have the students invite a City Council member to discuss with the class how the City Council aids residents of the inner city and other sections of the city.
	(1, 2, 5, 6, 8)	5. Have the students interview relatives, friends, neighbors, or actually canvass people to discover why they chose to live in the inner city.
	(1, 2, 3, 4, 5, 6, 8, 9, 10)	6. Have the students discuss, compare and analyze the data gathered in sample activity number 5 above.

Behavioral Goals 24 and 25

The students will be able to:

24 - Define a megalopolis and indicate on a map areas that are or might be included in a megalopolis

25 - List at least three problems of the government and of the citizens of a megalopolis

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Communicate orally and in writing
7. Interpret pictues, charts, graphs, tables
8. Work with others
9. Read social studies materials
10. Interpret maps
11. Inquiry
12. Understand time and chronology

Sample Activities

The teacher will be able to:

(SKILLS) (2, 5, 6, 7, 10) 1. Using the megalopolis transparency set, and study prints develop with students the concept of megalopolis. (an unbroken chain of urban areas).

(2, 5, 6, 7, 10) 2. Review the meanings of urban, suburban, and rural with students. Show slides or pictures of each and have the students identify the slide (urban, suburban and rural).

(2, 5, 6, 7, 10) 3. Review with students the use of map symbols. Have the students match the symbols to pictures of what the symbols really look like. Example - a large red dot = picture of urban area.

(1, 2, 3, 5, 6, 7, 10) 4. Using maps of the world and of the United States have the students identify areas that might be included in a megalopolis,

(2, 3, 5, 6, 10) 5. As a fun activity have the students think up names for examples of megalopolis. Example: San Francisco - Los Angelos - San Diego could be San Fran Diego.

(2, 3, 5, 6, 7, 10, 12) 6. Using sound film "Megalopolis" have the students identify the problems of megalopolis. Please note, however, that this film is on the secondary level. It may be more beneficial for elementary students if it is used without the sound.

(1, 2, 3, 4, 5, 6, 7, 9, 10, 12) 7. Have the students read to discover the governmental problems of megalopolis.

(1, 2, 3, 4, 5, 6, 7, 9)	8. Have the students investigate bills recently passed by the city council or state legislature. (daily newspapers are a good source) discover what bills will help solve "megalopolitan problems."
(2, 3, 5, 6, 7, 8, 10, 12)	9. Have the students role play from a conflict situation; what could happen if the megalopolis that extends from Southern New Hampshire to Northern Virginia (Boswash) grows appreciably larger?
(1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12)	10. Have the students engage in a panel discussion after completing research to consider, "How can the growth of megalopoli be held in balance with the natural ecosystems or earth?

Behavioral Goal 26

The students will be able to:

26 - Identify on a map and describe a planned city near Baltimore and one in Brazil

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing

6. Communicate orally and in writing
7. Interpret pictures, charts, graphs, tables
8. Work with others
9. Read social studies materials
10. Inquiry
11. Interpret maps
12. Understand time and chronology

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 5, 6, 7, 11)
1. Have the students complete an outline map of Brazil showing the major landforms, waterforms, urban centers and the countries that border Brazil.

(1, 2, 3, 4, 5, 6, 7, 9, 11, 12)
2. Have the students to do research to discover on what coast the settlement of North America began, and utilize maps to discover the extend of Western expansion.

(1, 2, 3, 4, 5, 6, 9, 11, 12)
3. Have students to do research to discover the extent of Western expansion in Brazil.

(2, 3, 5, 6, 7, 8, 11, 12)
4. Have the students engage in a panel discussion to compare and contrast the western expansion in Brazil and with western expansion in the United States.

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)	5. From a conflict situation, have the students role play the role of the Brazilian government, in solving: How can Brazil expand westward?
(1, 2, 3, 4, 5, 6, 9, 11, 12)	6. Have the students read to discover why the Brazilian capital was moved and discuss, whether or not the move was successful.
(1, 2, 3, 4, 5, 6, 7, 9, 11, 12)	7. Have the students read to learn about the planning and building of Washington, D.C.
(1, 2, 5, 6, 8)	8. Have the class plan a field trip to Columbia, Maryland.
(2, 3, 5, 6, 7, 11)	9. After visiting or viewing pictures of Columbia, have the students compare and contrast the differences and similarities between Columbia and Brasilia.
(1, 2, 3, 4, 5, 6, 7, 9, 11, 12)	10. Have the students read an account of growing slum areas in Brasilia and in Washington, D.C.
(2, 3, 5, 6, 7, 11)	11. Have the students discuss reasons why there are not any slums in Columbia, Maryland.

Behavioral Goal 27

The students will be able to

27 - Identify and analyze what is meant by the "have nations" and "have not nations"

Skills

1. Organize information
2. Evaluate information
3. Acquire information through listening and observing
4. Communicate orally and in writing
5. Interpret pictures, charts
6. Work with others
7. Interpret maps
8. Understand time and chronology

Sample Activities

The teacher will be able to

(SKILLS) (1, 2, 3, 4, 5, 7, 8)

1. Develop by using maps and pictures the concept of 'the have' and the 'have not nations.'

(1, 2, 3, 4, 5, 8)

2. Utilizing prints and pictures of scenes from around the world have the students place each picture under the correct heading and discuss or give reasons for each placement.

(2, 3, 4, 5, 6)

3. Have the students hold a debate - What does a person's happiness depend on? Does the posession of material things make a person happy?

Behavioral Goal 28

The students will be able to:

28 - Identify, describe and compare at least three forms of government that exist in the world today.

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Oral and written communication
7. Interpret pictures, charts
8. Work with others
9. Read social studies materials
10. Interpret maps
11. Understand time and chronology

Sample Activities

The teacher will be able to:

(SKILLS)	(1, 2, 3, 4, 5, 6, 9, 10, 11)	1. Have the students read to discover the trade routes to and exploration of Africa by European nations and the English colonies in America. Have students discuss findings.
	(1, 2, 3, 5, 6, 9, 10, 11)	2. Using desk maps have the students list the countries that ruled parts of Africa in 1914.
	(1, 2, 3, 4, 5, 6, 9, 10, 11)	3. Have the students read about Kenya and colonialism. Evaluate and discuss the English attitude towards exploration.
	(1, 2, 3, 4, 5, 6, 9)	4. Have the students read and analyze Kenyas' government.

(1, 2, 3, 5, 6, 7, 8)	5. Have the students debate - A Constitutional Government is best for a Country.
(1, 2, 3, 4, 5, 6, 7, 9)	6. Have the students review (from earlier in the year) the government of the United States.
(2, 3, 5, 6, 7, 8)	7. Have the students compare and contrast by charting the differences and similarities in the governments of Nairobi, Kenya, and Washington, D.C.
(1, 2, 3, 5, 6, 10)	8. Have the students locate on an african map the location of areas where tribes still inhabit Africa.
(1, 2, 3, 5, 6)	9. Have the students read to discover how tribes are governed.
(1, 2, 3, 5, 6)	10. Have the students view pictures, films, or filmstrips about the Soviet Union.
(1, 2, 3, 5, 6, 7)	11. Have the students compare the life and architecture of Moscow and with that of Washington C.C. Use pictures, films and filmstrips.
(1, 2, 3, 4, 5, 6, 9)	12. Have the students read to gather data about the principles of the government of the Soviet Union and how they are carried out.
(2, 3, 5, 6, 7)	13. Have the students analyze, compare and contrast the governments of the U.S.S.R. and the U.S.

(1, 2, 3, 4, 5, 6, 9)	14.	Have the students read about and compare the voting systems of the U.S.S.R. and the U.S.
(1, 2, 3, 4, 5, 6, 9)	15.	Have the students to engage in research dealing with the topic, "Life Under A Czar." Have the students write why the people wanted a change.
(2, 3, 5, 6, 8)	16.	Have the students engage in a panel discussion on whether or not the people accepted communism.
(1, 2, 3, 4, 5, 6, 7, 8, 9)	17.	Have the students read about life in Moscow. Have the students compare wages (hours worked) in Baltimore with those in Moscow for food for a family of four for one week, for a T.V. set, and an automobile. Have the students make a chart.
(2, 3, 5, 6, 7)	18.	Have the students compare housing in Soviet cities with urban American housing. Have the students discuss how they would feel if our government forced them to participate in communal living.

Behavioral Goal 29

The students will be able to:

29 - Write a short paragraph on how people and government are interdependent for survival of the city

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Oral and written communication
7. Interpret pictures, charts
8. Work with others
9. Read social studies materials
10. Inquiry

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

1. Have the students pretend that they are chosen as delegates to represent a country at a convention for the newly formed League of World Urban Centers. Let students decide what large metropolitan area or country that they would represent. Have student gather data about the problems of the represented areas. Let each student give an illustrated report on how the League can help governments improve and solve major urban problems.

(1, 2, 3, 4, 5, 6, 7, 9)

2. Have students engage in research and make a chart on world organizations that are concerned with urban problems.

(2, 3, 5, 6, 8)

3. Have the students to do research and role play: humankind as creator of a better environment, humankind as destroyer of the environment.

Level 6

The Urban Studies Program

Focus: The Human Condition Realities and Priorities

Level: Sixth

Behavioral Goals 1, 2, 3 and 4

The students will be able to

1 - Identify two current urban issues in their city.

2 - Analyze and evaluate the present methods of improvement being applied to the two issues stated above and suggest alternatives for change

3 - List the current urban issues in order of priority based upon individual concerns

4 - Cite two reasons for the necessity of interdependence between city and county officials

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire knowledge through reading
5. Acquire knowledge through listening and observing
6. Oral and written communication
7. Interpret pictures, charts, graphs
8. Work with others
9. Read social studies materials
10. Inquiry
11. Interpret maps
12. Understand time and chronology

Sample Activities

The teacher will be able to:

(SKILLS) (2, 3, 5, 6, 7) 1. Have the students view slides or pictures of various urban scenes. Have the students discuss what their concept of an urban area is. Have the students discuss why urban areas should be studied.

(2, 3, 5, 6, 7) 2. Have the students plan a tour around various parts of the city. Discuss and chart the differences between the inner zone, outer zone, and suburbs.

(1, 2, 3, 4, 5, 6, 7, 9, 11) 3. Have the students read texts, utilize reference materials, and observe filmstrips to note economic and social conditions in various urban centers.

(2, 3, 4, 6, 7, 8) 4. Have students chart the differences between conditions in various urban centers.

(1, 2, 3, 4, 5, 6, 7, 9, 11, 12) 5. Have students predict what might happen in the future if present conditions continue to exist in Baltimore, New York Sao Paulo, Brazil, or Calcutta, India.

(2, 3, 5, 6, 8, 10, 11) 6. Have students discuss a conflict situation: city leaders have proposed a new highway to ease traffic problems. Many citizens are worried about the safety of their children.

(1, 2, 3, 4, 5, 6, 8)

7. Have the students decide what kind of information is needed for city leaders to make a decision on the conflict situation proposed in number six.

(1, 2, 3, 5, 6, 9, 12)

8. Have the students discuss some of the major issues that have resulted from conditions in cities. e.g.,
   - public assistance
   - race relations and education
   - land use and housing
   - poverty and unemployment
   - poverty and crime
   - health care services

(1, 2, 3, 4, 5, 6, 9, 12)

9. Have students research and discuss the degree of discrimination inflicted upon minority groups and women. Compare the attitudes of some whites toward minority groups with attitudes of minority groups toward whites.

(1, 2, 3, 4, 5, 6, 7, 9,,11, 12)

10. Have the students read to find out changes in cities that have taken place in our cities because of population movements. (Population charts and other materials are available from the Urban Life-Population Education Institute at 2418 St. Paul Street.

(2, 3, 4, 6, 8)

11. Develop with students the concept of density by using a quiet study corner as a sample. Have one student work in a small corner of the room. Add an additional student each day. Have the class record and discuss the reactions

of those working in the study corner as more and more pupils "crowd in."

(2, 3, 5, 6, 8) 12. Have students discuss the results of a activity eleven and how the same behavior could be applied towards overcrowded housing problems.

(2, 3, 5, 6, 7) 13. Review with students by using study prints and slides the concept of what a ghetto is.

(2, 3, 5, 6, 8, 11) 14. Have the students tour areas of Baltimore that may be considered ghetto areas. Have students plot these areas on a map.

(1, 2, 3, 4, 5, 6, 11, 12) 15. Have the students research and discuss reasons why some areas in Baltimore became ghetto areas.

(2, 3, 5, 6, 7) 16. Have the students view slides and filmstrips to chart and categorize different kinds of houses found in cities.

(1, 2, 3, 4, 5, 6, 7, 9, 11) 17. Have the students research to discover how land space determines the type of housing that can be built in an area.

(1, 2, 3, 5, 6, 8) 18. Have the students interview parents, neighbors, relatives, and friends to find out how they feel about the amount of space available in their dwellings for the people who live there. Find out why the people feel the way they do.

(1, 2, 3, 5, 6, 7, 11, 12) 19. Have the class prepare for and invite a guest speaker from HCD (Housing-Community Development) to explain the housing situation urban renewal programs, and the importance of the housing code.

(2, 3, 5, 6, 8) 20. Have the students research by interview or by utilizing the media center to find out and discuss the experiences of people who have been displaced by urban renewal. Especially important are their feelings towards housing projects.

(2, 3, 5, 6, 8) 21. Segregate the class in some manner. Example - a group of tall children placed alone in the rear of the room and ignored. After a time, bring the segregated group back, and discuss: feelings about segregation, reasons why they thought that they were segregated, and other experiences involving segregation.

(2, 3, 5, 6, 7, 11, 12) 22. Using slides on pictures, have the students discuss residential segregation as based on race, income, or personal choice.

(1, 2, 3, 4, 5, 6, 7, 9, 11, 12) 23. Using study prints, news articles, slides, and/or texts to find out how residential segregation is related to the following: housing, quality and quantity of services, segregated schools, migration to suburbs, taxes, community leadership.

Sample Activities

The teacher will be able to

(SKILLS) (2, 3, 5, 6) 1. Have the students analyze and discuss the problem of those stricken with poverty having little or no involvement with the mainstream of poverty.

(1, 2, 3, 4, 5, 2. Have the students research to compare by chart the conditions of poverty in India, and the conditions of poverty in the U.S.

(2, 3, 5, 6, 8, 3. Have students role play and evaluate the following conflict situations:

- a student who becomes disruptive, because he can't have his way
- a young girl who cries because she can't have a new dress
- a student who shakes down younger students because he has no spending money

Have students assume the roles of students, parents, teacher etc. Also have students reverse roles.

(2, 3, 5, 6, 7) 4. Review with students some understandings about drug addiction. (The Officer Friendly Program of the Police Department is helpful.)

(2, 3, 4, 5, 6, 7, 9) 5. Have the students study and evaluate pamphlets about drug use.

(2, 3, 5, 6, 7) 6. Have the class invite the school nurse (or other health official) to discuss the effects of drug abuse on personal health.

(2, 3, 5, 6, 8) 7. Have the students review among themselves the classroom and school rules. Allow the students to engage in a panel discussion to discuss why these rules are needed.

(2, 3, 5, 6, 8) 8. Have students role play conflict situations whereby students break rules. (This should not be a difficult assignment for some.) Have the class analyze and discuss why students break rules.

(2, 3, 5, 6, 8) 9. Have the students coordinate the community, parents, teachers, administrators and students to collectively draw up new guidelines for student behavior.

(2, 3, 5, 6, 8) 10. Have the students analyze and discuss how these new rules can be applied to society as a whole; especially juvenile offenders.

(2, 3, 5, 6, 7, 9) 11. Have the students invite a police officer to discuss the punishment for various misdemeanors and felonies, (consult Police Departments' Officer Friendly Program.)

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)	24.	Have students prepare a current events lesson based on any problems that have not previously been discussed.
(1, 2, 3, 4, 5, 6, 7, 9, 11, 12)	25.	Have the students utilize the media center to research the importance of urban city and suburban county cooperation on the major issues that have already been discussed.

Behavioral Goals 5 and 7

The students will be able to

5 - Synthesize through discussion the consequences of behavior leading to juvenile delinquency.

7 - Analyze and evaluate at least three alternatives for change concerning crime and delinquency

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Communicate orally and in writing
7. Interpret pictures, charts, graphs
8. Work with others
9. Read social studies materials
10. Inquiry

Behavioral Goal 6

The students will be able to:

6 - Identify two agencies responsible for changes in housing conditions

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Oral and written communication
7. Interpret pictures, charts, graphs
8. Work with others
9. Read social studies materials

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 3, 4, 5, 6, 7, 9)

1. Have the students investigate city projects to find out what effects of residential segregation are being combatted. e.g.,
   - Coldspring Projects
   - School Enrollment Policy
   - Adult Education Programs

(2, 3, 5, 6, 8) 2. Have the students invite a member of a citizen organization to find out how they combat residential segregation. e.g.,

Northeast Community Organization

Southeast Baltimore Community Organization

Northwood Community Association

Ednor Gardens/Lakeside Community Association

(1, 2, 3, 4, 5, 6, 9) 3. Have the students analyze and discuss the services provided by:

FHA (Federal Housing Authority)

The United States Housing Authority

Urban Renewal Agency

HUD

Behavioral Goal 8

The students will be able to:

8 - Write one short paragraph telling how citizens of the community are responsible for making decisions in the city.

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Oral and written communication
7. Interpret charts

8. Work with others

9. Read social studies materials

Sample Activities

The teacher will be able to:

(SKILLS)	(1, 2, 3, 4, 5, 6, 7, 9)	1. Review with students the excerpts from the constitution including amendments that delineate the rights of citizens in government and in voting.
	(1, 2, 3, 4, 5, 6, 7, 9)	2. Review with students the governmental structure of the city government. A chart would be helpful here.
	(1, 2, 3, 4, 5, 6, 7, 9)	3. Have students research to discover how private citizens can participate in government. Examples: anyone may speak before the school board, anyone may speak before the Board of Estimates.
	(2, 3, 5, 6)	4. Have the students engage in a panel discussion to relate wyas that citizens can increase participation in government.
	(2, 3, 5, 6, 8)	5. Have the students discuss the importance of elections. Have the students coordinate and conduct a voter registration drive.

Behavioral Goal 9

The students will be able to:

9 - Evaluate two services provided by the federal government to develop urban areas.

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information
5. Acquire information through listening and observing
6. Oral and written communication
7. Read social studies materials

Sample Activity

The teacher will be able to:

(SKILLS) (1, 2, 3, 4, 5, 6, 7)

1. Have the students analyze and discuss the services rendered by:
   FHA (Federal Housing Authority)
   The United States Housing Authority
   Urban Renewal Agency
   H U D

Behavioral Goal 10

The students will be able to:

10 - Discuss responsiblities of each citizen for helping improve donditions resulting from the following: pollution, crime, delinquency

Skills

1. Locate information
2. Organize information
3. Evaluate information

4. Acquire information through reading
5. Acquire information through listening and observing
6. Oral and written communication
7. Interpret pictures, graphs, and charts
8. Work with others
9. Read social studies materials
10. Inquiry

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 3, 4, 5, 7, 9) 1. Have students research to discover the various federal, state and city agencies that citizens can call to complain about pollution, crime, and delinquency.

(2, 3, 5, 6, 8) 2. Have the students hold a panel discussion and discuss why it is important for the citizency of an urban area to report crime, delinquency, or pollution.

(2, 3, 5, 6) 3. Have the students review the class rules and why they are necessary. Have students apply the principles discussed in the framework of greater society.

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10) 4. Have students role play from conflict situations
   A. A student observes two fellow students shaking down a younger child for money.
   B. A young boy observes an oil truck leaking oil into a gutter that runs into a stream.

C. A young girl discovers that a friend is taking drugs.

Have the students discuss the various results of each role playing experience. Have the students note similarities and differences of the manner in which various students confront the various situations.

(1, 2, 3, 4, 5, 6, 7, 9)

5. For each conflict situation in activity four have the students list one federal, one state, and one city agency that could be contacted.

Behavioral Goal 11

The students will be able to:

11- Explain the meaning of geriatrics and discuss two local programs that are designed to assist older citizens

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Communicate orally and in writing
7. Interpret charts, pictures
8. Work with others
9. Read social studies materials
10. Understand time and chronology

Sample Activities

The teacher will be able to:

(SKILLS)	(1, 2, 3, 4, 5, 6, 9)	1. Have the students discover what the definition of geriatrics and discuss the importance of geriatrics.
	(1, 2, 3, 4, 5, 6, 7, 9, 10)	2. Have the students chart and compare the life expectancies of people living in various periods in history. (consult 2418 St. Paul Street - Urban Life-Population Education Institute).
	(1, 2, 3, 4, 5, 6, 9, 10)	3. Have the students do research or invite a public health official to discuss problems that accompany old age.
	(2, 3, 5, 6)	4. Have students plan a field trip to a public or private facility that provides services for senior citizens.
	(2, 3, 5, 6, 8, 10)	5. Have the students engage in a panel discussion on the topic of elderly people. Topics could include: having elders living in the home, caring for them, placing them in institutions.
	(1, 2, 3, 4, 5, 6, 7, 9, 10)	6. Have the students utilize the media center to research , compare and contrast the attitude of the following ethnic groups about the elderly: Indians, Africans, Europeans, Asians.

Behavioral Goal 12

The students will be able to:

12 - Identify by name and telephone number the agencies responsible for the following services: fire protection, police protection, street cleaning, and trash collection

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Oral and written communication
7. Interpret charts, pictures, graphs
8. Work with others
9. Read social studies materials
10. Inquiry

Sample Activities

The teacher will be able to:

(SKILLS) (2, 3, 5, 6, 7) 1. Prepare a display of pictures headlines, and/or news articles that illustrate or describe:

a fire a fraud a flood

a burglary an assault a traffic accident

Have the students discuss personal experiences or interview people, who have been involved in such situations.

(1, 2, 3, 4, 5, 6, 7, 9)

2. Have the students prepare a chart to prepare a course of action for the following situations. What would you do if:
   - You saw fire and smoke coming from the window of a neighbor's house.
   - Your bicycle was stolen
   - Two cars collided in front of your house. Both drivers appear to be injured.
   - You are offered drugs by someone you know.

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

3. Have students role play and discuss the situations in sample activity 2 above.

(1, 2, 3, 4, 5, 6, 7, 8, 9)

4. Have the students list the agencies and their telephone number that could help people in each situation of sample activity 2 above.

(2, 3, 5, 6, 7)

5. Have the students view and discuss a film about the activities of the Fire and Police Department.

(2, 3, 5, 6, 7)

6. Have the students invite police and fire officers to discuss their various roles.

(2, 3, 5, 6, 8)

7. Have the students plan a walk through the community in order to look for land areas that they consider to be misused. Make a list to share with the class. e.g.,
   Empty lots
   Lots with junked cars, etc.
   Neglected yards
   Dilapidated houses

(1, 2, 3, 4, 5, 6, 7) 8. Have the students decide which projects can be handled by city officials.

(1, 2, 3, 4, 5, 6, 7) 9. Have the students research and investigate to ascertain the sanitation services in the city.

Behavioral Goal 13

The students will be able to:

13. List two reasons why the improvement of public transportation has become so important in urban areas

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through reading
5. Acquire information through listening and observing
6. Oral and written communication
7. Interpret pictures, charts, graphs
8. Work with others
9. Read social studies materials
10. Inquiry
11. Interpret maps

Sample Activities

The teacher will be able to:

(SKILLS) (2, 3, 5, 6, 7, 11) 1. Have the students view films showing various means of transportation in cities.

(2, 3, 5, 6, 7, 11)

2. Have the students discuss and compare transportation facilities in Baltimore with other systems.

(1, 2, 3, 4, 5, 6, 7, 11)

3. Have the students obtain a time schedule from the MTA. Have them analyze the schedule for their community and other communities.

(2, 3, 5, 6)

4. Have the students interview people in their community to ascertain how many people use the MTA, and how many people use public transportation.

(1, 2, 3, 4, 5, 6, 7, 8, 9, 11)

5. Have the students engage in a panel discussion to ascertain the advantages and disadvantages of owning an automobile in the city.

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)

6. Have the students engage in a debate presenting the pros and cons of proposed expressways in the city such as those proposed through Leakin Park and Fells Point.

Have the students address the following issues:

- families who may have to relocate
- sections of the city serviced by the new highway
- proposed plan for new expressways
- reasons for building expressways

Behavioral Goal 14

The students will be able to

14 - Identify and locate the following on a map of Baltimore: inner city - core; surrounding counties, three areas, zoned residential; one area zoned commerical; three educational center; the Baltimore Beltway; and four cultural and recreational centers

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Oral and written communication
6. Interpret pictures, charts, graphs
7. Interpret maps

Sample Activities

The teacher will be able to:

(SKILLS) (1, 2, 3, 4, 5, 6, 7)

1. Have the students locate on a map the counties that surround Baltimore City.

(1, 2, 3, 4, 5, 6, 7)

2. Have the students identify the counties closest to and farthest from Baltimore City. Have them trace on a map the transportation routes that link counties to counties, counties to cities. Include bridges, highways, parkways, beltways, tunnels, etc.

(1, 2, 3, 4, 5, 6, 7) 3. Review with students the map skills as outlined in this guide for levels kindergarten through sixth. Especially review the use and interpretation of map symbols.

(1, 2, 3, 4, 5, 6, 7) 4. Have the students identify and locate areas that are zoned commercial, and residential. Have the students locate the beltway, cultural centers, educational centers, and recreational centers.

Behavioral Goal 15

The students will be able to:

15 - Construct a circle graph showing this years' priorities in spending the local tax dollar.

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Oral and written communication
6. Interpret charts, graphs

Sample Activities

The teacher will:

(SKILLS) (2, 3, 4, 5) 1. Have students invite a speaker from the city's Department of Finance to present a chalk talk on the priorities of spending the local tax dollar.

(1, 2, 3, 4, 5, 6)

2. Have students construct a bar graph, line graph and pictograph that will depict their priorities in spending the local tax dollars.

The Human Behavior Program

Focus: Individuals and Groups - Human Rights and Protection

Level: Six

Rationale

The pupils will investigate the history of caste systems, segregation, and documents which recognize and protect human rights, and leaders that affect the ideas, values and beliefs of civilization. The purpose of the urban studies unit is to evaluate and analyze current urban problems and apply them as they relate to Baltimore. Skills are developed systematically in preparation for the secondary level.

Behavioral Goal 1

The students will be able to list two of the economic problems of early man.

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Read social studies materials
7. Communicate orally and in writing

8. Interpret pictorial materials

9. Work with others

10. Plan a field trip

Sample Activities

The teacher will:

(SKILLS)	(1, 2, 4, 5, 8, 9)	1. Select several filmstrips from the media center that will allow the students to list the ways early man attempted to adjust to his environment.
	(1, 2, 4, 7, 8 9)	2. Show pictures that depict man's discovery of fire. Have students paragraph theorizing man's discovery of fire. Illustrations should accompany paragraphs.
	(4, 7, 8)	3. Provide materials that will allow students to construct models of tools depicting how early man attempted to adjust to his environment.
	(4, 7, 9)	4. Allow students to prove or disprove the statement: "No other discovery has completely changed man's way of life more than agriculture. Have students dramatize their reactions to life without farm products.

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10) 5. Provide a brief essay, using Stony the Road by Samuel L. Banks for material, to enable students to analyze what is meant by the statement: "In truth, man's sunrise glowed first in Africa".

(4, 8, 9, 10) 6. Plan a field trip with students to the African Art Museum. Have students investigate African prehistoric inventions.

Bheavioral Goals 2 and 4

The students will be able to:

2 - Define social organization and relate why it is considered a step toward civilization

4 - Write three developments of early man that helped him move toward civilization

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial materials
9. Work with others

Sample Activities

The teacher will:

(SKILLS) (4, 7, 9) 1. Have students brainstorm to discover why it was necessary for people to learn how to cooperate with each other?

(4, 7, 9) 2. Have students dramatize their reactions to a class environment where there is little or no cooperation. Have students identify and discuss the roles of teachers and students.

(1, 2, 3, 4, 5, 6, 7, 8, 9) 3. Prepare a collection of references that will allow students to define a social organization. Allow students to compare the social organization. Allow students to compare the social organization of prehistoric man to the social organization present day America. (e.g., lower, middle and upper class)

(1, 2, 3, 4, 5, 6, 7, 8, 9) 4. Have media technologist, librarian, prepare a brief presentation on the lives of the Arunta people of Australia. Guide students in discovering why some social scientists believe that the Arunta people of Australia live today as prehistoric man lived long ago.

(4, 8, 9) 5. Present several pictures that depict farming and cities. Have students discuss reasons why these items helped to advance mankind. Introduce factors such as:

Trade routes	Military science
Smelting - weaponry	Writing
Sailing - Shipbuilding	Number system

Behavioral Goal 3

The students will be able to analyze for interpretation Hammurabi's Code of Law and explain how his methods of punishment differs from today's methods.

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial materials
9. Work with others

Sample Activities

The teacher will:

(SKILLS) (3, 4, 7, 8, 9) 1. Write in large capital letters, the first sentence of Hammurabi's Code on a rectangular piece of grey or tan construction paper. Write the preamble to the Constitution on a piece of chart paper. Have students compare the two.

(1, 2, 3, 5, 6, 7, 9) 2. Assign students the task of using the media center to locate information on King Hammurabi.

(4, 7) 3. Have the students debate the relevance of the statement "An eye for an eye."

(1, 2, 3, 4, 5, 6, 7, 8, 9) 4. Have students write the Afro American, The News American, The Sun, etc. to gather copies of articles that are related to the constitutionality of the death penalty. Allow students to debate the issue.

(1, 2, 3, 4, 5, 6, 7, 8, 9) 5. Have students investigate today's methods of punishments and their effectiveness.

Behavioral Goals 5 and 6

The students will be able to:

5 - Define a caste system

6 - Describe the lives of the serfs during the Middle Ages

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial materials
9. Work with others
10. Interpret maps

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 4, 5, 6, 7)	1.	Prepare several social studies references that will enable students to define a caste system.
(1, 2, 3, 4, 7, 8)	2.	Show filmstrip on the caste system of India.
(2, 3, 4, 7, 9)	3.	Organize debating teams for and against a caste system.
(2, 3, 4, 7, 8)	4.	Have students view filmstrips on Robin Hood, King Arthur, The Middle Ages, etc. Allow students to identify the life styles of the peasants, townspeople, knights, and the king.
(2, 3, 4, 5, 7)	5.	Have students write a brief paragraph on the life of a serf during the Middle Ages.

Behavioral Goals 7, 8 and 9

The students will be able to:

7 - Describe at least four characteristics of a good leader

8 - Name two rulers who advocated rights for the individual

9 - Identify the following persons by name

The President of the United States

The governor of their state

The mayor of their city

A civil rights leader in their city

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial materials
9. Work with others
10. Inquiry
11. Interview

Sample Activities

The teacher will:

(SKILLS) (2, 3, 4, 7) 1. Allow students to organize and prepare an election for class president. Have students brainstorm to sollicit the characteristics of a good classroom leader.

(1, 2, 3, 4, 5, 7) 2. Have students write a letter of invitation to their councilman asking him to give a brief talk on the characteristics of leadership.

(1, 2, 3, 4, 7, 11) 3. Have students interview their prinicpal and or parents to sollicit their views on leadership.

(1, 2, 3, 4, 5, 6, 7) 4. Prepare a list of "rulers" who have advocated human rights. e.g., a. Thomas Jefferson b. Emperor Justin c. Charlemagne
Have students prepare a brief report on their selection of a ruler who advocated human rights.

Behavioral Goal 10

The students will be able to compare the social structure of one of the following civilizations to our present social structure:

Athens

Sparta

Rome

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial materials
9. Work with others
10. Inquiry

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 4, 5, 6, 7, 8)

1. Prepare a set of references and resources materials such as pictures and films that will allow the students to identify the social structure of Athens.

(1, 2, 3, 4, 5, 6, 7, 8)	2.	Have students prove or disprove the statement: "Athens can be called a contribution to the ideal of justice for all."
(1, 2, 3, 4, 5, 6, 7, 8)	3.	Allow students to compare the rights of citizens with the rights of noncitizens in Athens.
(1, 2, 3, 4, 5, 6, 7, 8, 9)	4.	Have students locate information to investigate the contradiction: Slavery existed in Athens at the same as political freedom.
(1, 2, 3, 4, 5, 6, 7, 8)	5.	Allow students to chart the differences between the education of boys and girls in Athens. Have students compare the education of Athenian youths to that of American youths.
(2, 3, 4, 5, 6, 7)	6.	Have students construct a short paragraph that discusses whether or not the students would prefer to be an Athenian male or Athenian female in terms of government participation.

Behavioral Goal 11

The students will be able to report orally on the philosophy of two of the following religious beliefs:

Christianity

Judaism

Buddhism

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial materials
9. Work with others
10. Interpret maps

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 4, 5, 6, 7)

1. Collect filmstrips and references from the media center that present a brief analysis of the aforementioned religious beliefs. Have students view materials in order to state the belief of each religion.

(1, 5, 6, 7, 10)

2. Have students use reference materials that will enable them to label on their world maps the main areas where these religions are practiced. (Christianity, Judaism and Buddhism)

(4, 7)

3. Have students plan an interview with their minister in order to record the minister's religious beliefs.

(1, 2, 3, 4, 5, 6, 7)

4. Use social science textbooks that will enable students to investigate the characteristics of montheism and polytheism.

(7, 8)

5. Allow students to canvas their neighborhoods in order to provide statistics that show the various kinds of religious beliefs. Have students compare their charts with their classmates.

Behavioral Goal 12

The students will be able to explain why the Magna Carta was considered to be a step forward in the fight for human rights

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial materials
9. Work with others
10. Interpret maps

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 4, 5, 6)

1. Assign the students the task of collecting resource materials that enable them to define the Magna Carta. The students should prepare a brief outline that utilizes the following guide questions or main ideas.

   What was the Magna Carta?

   Why was it written?

   What was its significance to the people of Great Britain?

(1, 2, 3, 4, 5, 6)

2. Have the students write a short paragraph on the characteristics of King John of England. Be certain that the students list the sources of their information.

(1, 2, 3, 4, 5, 6)

3. Have the students gather sources of information that will enable them to compare the powers of King John to those of the president of the United States.

(4, 7, 9)

4. Allow students to dramatize the signing of the Magna Carta.

Behavioral Goal 14

The students will be able to write one strength and one weakness of the Articles of Confederation

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial materials
9. Work with others
10. Interpret maps

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 4, 5, 6, 7, 8, 9) 1. Prepare a tape recording that states the purpose and significance of the Articles of Confederation. Have the students listen to the recording in order to answer specific questions about the Articles of Confederation. e.g., Why were the Articles of Confederation not used as a basis for the government of the new nation?

(5, 6, 7, 8) 2. Have the students review a copy of the Articles of Confederation in order to identify the provisions that preserved human rights.

(4, 7, 9) 3. Guide the students in discussing and describing the lifestyles of Americans during the signing of the Articles of Confederation.

Behavioral Goal 15

The students will be able to list three events that led to the Glorious Revolution and two results of the revolution

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial materials
9. Work with others
10. Interpret maps

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 4, 5, 6, 7) 1. Have the students use an unabridged dictionary and the glossaries of several social studies text to define the term revolution.

(1, 2, 3, 4, 5, 6, 7)	2. Prepare a collection of materials from the media center that will enable the students to identify the factors that led to the Glorious Revolution.
(1, 2, 3, 4, 5, 6, 7, 8, 9)	3. Use a social studies reference that will allow the students to find out why the revolution was called glorious.
(4, 7, 9)	4. Have the students role play several results of the revolution.

Behavioral Goal 16

The students will be able to define democracy and list at least three of its provisions for human rights

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial materials
9. Work with others
10. Interpret maps

Sample Activities

The teacher will:

(SKILLS)	(2, 3, 4, 7)	1. Have students review the concept of government.
	(1, 2, 3, 4, 5, 6, 7)	2. Allow students to use the media center to locate information that will enable them to distinguish the different types of government. e.g., Totalitarian Republic Democratic Monarchial etc...
	(1, 2, 3, 4, 5, 6, 7, 10)	3. Prepare outline maps that will enable students to label the areas where the various types of government are found.
	(1, 2, 3, 4, 7, 8)	4. Allow students to view filmstrip of Athens in order to determine why Athenian government was considered a direct democracy.
	(5, 6, 7, 8)	5. Have students construct a chart that will compare Athenian democracy to American democracy.
	(1, 2, 3, 4, 5, 6, 7, 9)	6. Allow students to conduct a panel discussion in reference to the protection of human rights in democracy.

Behavioral Goal 17

The students will be able to write a short paragraph dealing with the subject "The Slavery of Humans."

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial materials
9. Work with others
10. Inquiry

Sample Activities

The teacher will:

(SKILLS)	(4, 7, 8)	1. Use pictures and filmstrips to introduce the concept of slavery. Have students discuss the emotions that slaves exhibited.
	(4, 6, 7)	2. Have students role play the concept of slavery in the old South using information that they gathered from references.
	(1, 2, 3, 4, 5, 6, 7, 8)	3. Provide students with various resource materials that will enable them to state the reasons why there were more slaves in the Southern colonies than in the Northern ones. Students must provide references to substantiate their reasons.

(4, 7, 9) 4. Have students discuss Thomas Jefferson's statement that "All men are created equal"; yet, he owned slaves.

Behavioral Goal 13

The students will be able to list at least three provisions for human rights in the Constitution of the United States

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial materials
9. Work with others
10. Inquiry

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 4, 5, 6, 7) 1. Have students view filmstrip "The Constitution". Have the students make a chart illustrating some of the sources of the ideal of democracy on which the Constitution was based.

(1, 2, 3, 4, 5, 6, 7) 2. Prepare a transparency of the Preamble of the Constitution. Have students analyze the preamble and give synonyms for key terms such as: "promote domestic tranquility, provide for the common defense..., etc...

(1, 2, 3, 4, 5, 6, 7) 3. Have students review materials in various social studies textbooks in order to identify the name given to the first ten amendments. Be certain that sources of information are listed by the students.

(1, 2, 3, 4, 5, 6, 7) 4. Collect several references that contain the Constitution. Have students list the provisions in the Constitution that strengthened the protection of human rights. Allow students to make illustrations of the provisions.

Behavioral Goals 18 and 22

The students will be able to:

18 - Identify amendments to the Constitution that protect human rights. e.g.,

The First Amendment — The Fourteenth Amendment

The Thirteenth Amendment — The Fifteenth Amendment

22 - Discuss two Supreme Court decisions in education that deal with human rights. e.g., Plessy vs Ferguson

Brown vs Topeka

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial materials
9. Work with others

Sample Activities

The teacher will:

(SKILLS) (1, 2, 3, 4, 5, 6, 7, 8)

1. Have the art teacher prepare several sketches that illustrate the First Amendment, Thirteenth Amendment, Fourth Amendment, and the Fifteenth Amendment. Allow the students to construct short stories wherein the characters are denied the aforementioned amendments.

(5, 7, 9)

2. Have the students compile a scrapbook of articles pertaining to the fight for equal rights and equal opportunity. Allow the students to plan a trip to the Afro-American, the News American etc...in order to obtain articles that deal with the human rights of blacks.

(4, 7, 9) 3. Allow the students to write the Legal Aid Society to invite a speaker that will assist them in investigating and charting Supreme Court decisions that deal with human rights for blacks and other minorities.

(1, 2, 3, 4, 5, 6, 7, 8) 4. Have the librarian compile a list of biographies of "fighters for equal rights". Allow the students to select a biography on which to report. Students should prepare a brief outline to be submitted before reporting.

Behavioral Goals 19, 20 and 21

The students will be able to:

19 - List three changes in the country that were caused by the Industrial Revolution

20 - Define what a union is and describe at least one advantage and one disadvantage of union membership

21 - List at least two problems that still exist among workers in this country

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Read social studies materials

7. Communicate orally and in writing

8. Interpret pictorial materials

9. Work with others

10. Use time and chronology

Sample Activities

The teacher will:

(SKILLS) (2, 3, 4, 7)	1.	Have the students name and discuss examples of industries in Baltimore. e.g., McCormick's Maryland Drydock, General Motors.
(1, 2, 3, 4, 5, 6, 7, 8, 9)	2.	Divide the class into two groups. Identify one group of students as farmers; the other group as industrial workers. Have the students debate the economic importance of industry for growth. The students must provide reference sources to support their reasons.
(1, 2, 3, 4, 5, 6, 7, 8, 9)	3.	Gather a collection of resource materials that will enable the students to chart the inventions that have aided industry in our country.
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	4.	Have the students construct a time line to illustrate the inventions they have researched.
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	5.	Allow art teacher to assist the students in constructing models of inventions that have aided the Industrial Revolution.
(1, 2, 3, 4, 5, 6, 7)	6.	Provide several social studies textbooks that will enable the students to define a union.

(2, 3, 4, 7, 9) 7. Have students invite a speaker from the United Steel Workers Union to give a presentation on the advantages and disadvantages of union membership.

(2, 3, 4, 7, 9) 8. Allow students to invite parents or neighbors to a panel discussion on the problems that still exist among workers in the country.

Behavioral Goals 22, 23 and 24

The students will be able to:

22 - List three ways in which the Federal government has protected human rights in the field of education

23 - Write a short composition stating their responsibility toward respecting human rights

24 - Produce a short, one act play using respect for human rights as its central theme.

Skills

1. Locate information
2. Organize information
3. Evaluate information
4. Acquire information through listening and observing
5. Acquire information through reading
6. Read social studies materials
7. Communicate orally and in writing
8. Interpret pictorial materials
9. Work with others

Sample Activities

The teacher will:

(SKILLS)	(4, 7, 9)	1. Guide students in discussing and listing the essential factors necessary to respect human rights.
	(4, 7, 8, 9)	2. Allow students to construct a cartoon that illustrates respect for human rights.
	(1, 2, 3, 5, 6, 7, 9)	3. Allow students to brainstorm in order to create characters and supportive themes for a brief skit that emphasizes human rights. Be certain that the students include the use of essential documents such as the Bill of Rights, Declaration of Independence, etc...

Bibliography

Selected References

Carpenter, H. M. Skill Development In Social Studies. Washington, D.C.: National Council for Social Studies, 1963. This book discusses a wide spectrum of skills vital to the social studies. This is a very practical book that offers guidelines for the development of skills; it is an excellent aid for the classroom teacher.

Chapin, J. R., and Gross R. E. Teaching Social Studies. Boston: Little, Brown and Company, 1973. An excellent reference on skill development, this volume emphasizes the skills inherent in social education. Specific skills are outlined and addressed.

Chase , W. L. A Guide For The Elementary Social Studies Teacher. Boston: Allyn and Bacon, Inc., 1966. A most practical aid;this work includes an excellent chapter on the improvement of social studies skills.

Cook, J. M. and Walbesser H. H. How To Meet Accountability. College Park, Maryland: University of Maryland, 1973. This is an excellent reference on behavioral objectives and learning hierarchies.

Fenton, E. Teaching The New Social Studies. New York: Holt, Rhinehart, and Winston, 1966. An excellent all-around social studies reference, this book includes a very large section (II) on the teaching of skills.

Fenton, E. The New Social Studies. New York: Holt, Rhinehart, and Winston, Inc., 1967. This is an excellent source for social studies teaching in general. Chapter three (pp. 28-57) deals with the teaching of skills.

Flanagan, J. C. Mager, R. F., Shanner, W. M. Behavioral Objectives A Guide To Individualizing Learning Social Studies. Palo Alto, California: Westinghouse Learning Press, 1871. The book is a collection of behavioral objectives, written as anticipated outcomes of social studies instruction These objectives are most valuable as they delineated by grade level.

Gross, R. E., McPhie, W. E., and J. R. (ed). Teaching The Social Studies What, Why, and How. Scranton, Pa: International Textbook Co., 1969. This work encompasses an excellent chapter on the teaching of skills. (pp. 253-301).

Kenworthy, L. A. Guide To Social Studies Teaching. Belmont, California: Wadsworth Publishing Col, Inc., 1966. The book is of a high overall quality for general social studies instruction. The section on general methods deals with skill development.

Lippitt, R., Fox, R., and Schaible, L. The Teachers Role In Social Science Investigation. Chicago: Science Research Associates, 1969. This is an excellent work on the use of inquiry skills.

Long F., and Halter, Helen. Social Studies Skills. Sweet Springs, Mo: Inor Publishing Co., 1970. This entire book deals with the teaching of social studies skills.

McAshan, H. H. Writing Behavioral Objectives. New York: Harper and Row, 1970. This is an excellent complete work on behavioral objectives that are currently employed by educational systems throughout the United States.

Shaver, J. P. and Berlak, H. Democracy, Pluralism, and the Social Studies. This excellent work includes a chapter on objectives (one) and a chapter on thinking (five).

ERIC REPORTS. Eric Document Number (Ed 110364) "Social Studies K-12" Fairfax Co., Virginia, September, 1974. A comprehensive social studies program (K-12) for Fairfax County Schools; this document serves as an excellent model. Model units, concepts, and logical progression skills highlight this material.